DOCUMENT RESUME

ED 156 838 CE 016 605

TITLE	Youth Serving the Community: Realistic Public Service Roles for Young Workers. Final Report.
INSTITUTION	National Child Labor Committee, New York, N.Y.
SPONS AGENCY	Employment and Training Administration (DOL), Washington, D.C.
PUB DATE	Mar 78
GRANT	21-36-77-12
NOTE	106p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Bibliographic Citations; Community Programs; *Employment Programs; Federal Legislation; Federal Programs; Job Development; Needs Assessment; *Program Descriptions; Program Planning; Projects; *Public Service Occupations; *Work Experience Programs; *Youth Employment
IDENTIFIERS	Comprehensive Employment and Training Act 1973; School to Work Transition; United States; Youth Employment and Demonstration Projects Act

ABSTRACT

This report on youth employment programs is intended to help prime sponsors and program operators implement innovative youth employment efforts under the Comprehensive Employment and Training Act (CETA) and the Youth Employment and Demonstration Project Act (YEDPA). The content is in two chapters. Chapter 1 covers the introduction, meeting community needs, recognizing needs of youth, staff, and project elements. The second chapter, comprising most of the report, provides brief descriptions of work experience projects (many of which involve adults but can be adapted to meet the needs and abilities of youth) in the following ten areas: housing, health, environment and conservation, social services, public safety, public works, cultural and beautification, education, economic and community development, and clerical and administrative. Each of the many projects covered includes project title, city and/or state, bibliographic citation, and description. A bibliography containing 156 references is attached. (EM)

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ED156838

YOUTH SERVING THE COMMUNITY:
REALISTIC PUBLIC SERVICE ROLES FOR YOUNG WORKERS

FINAL REPORT

MARCH 1978

Grant No. 21-36-77-12
Employment and Training Administration
U.S. Department of Labor

NATIONAL CHILD LABOR COMMITTEE
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CE016 605

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YOUTH SERVING THE COMMUNITY: REALISTIC PUBLIC SERVICE ROLES FOR YOUNG WORKERS

FINAL REPORT

MARCH 1978

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This report was prepared for the Employment and Training Administration, U.S. Department of Labor, under research and development Grant No. 21-36-77-12. Since contractors conducting research and development projects under Government sponsorship are encouraged to express their own judgment freely, this report does not necessarily represent the official opinion or policy of the Department of Labor. The contractor is solely responsible for the contents of this report.

The National Child Labor Committee is a private, voluntary agency dedicated to helping increase the effectiveness of those working directly with children and youth, by conducting research, planning, staff training, technical assistance, information services, and demonstration programs for agencies and institutions throughout the country.

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INTRODUCTION

The transition from school to work for many of this country's teenagers is "a maddening, dead-end course, producing a realization that they are consigned to the realm of seemingly superfluous people..." (25) For 30 years, federal, state and local governments have tried to change this realization with a staggering array of training and educational programs costing billions of dollars.* The acronyms are endless: ARA, MDTA, NYC, EOA, PSE, CEP, JOBS, etc. Unfortunately, the problem has remained with us, in good times and in bad, despite the great influx of money, time, energy, and thought devoted to ameliorating it.

Today, the Comprehensive employment and Training Act (CETA) and the Youth Employment and Demonstration Project Act of 1977, (YEDPA) dominate the youth employment scene. Utilizing some of what has been learned in past programs, these Acts are attempts to develop definitive mechanisms for dealing with the structrual unemployment problems of the country's youth. ** (139). At the same time, efforts are being made to develop these new programs so that they not only benefit youth but also contribute some tangible service or "good" to their communities.

A good deal of controversy has emerged as to whether or not both goals can be accomplished at the same time. Some argue that the payoff in goods and services to society alone warrants the investment in people, that social benefits more than make up for this investment; to say nothing of the benefits to the participants themselves (149). Others note the problem that the kind of youth to be involved in these programs may lack so much in the way of knowledge, skills, and ability that the services or goods they can deliver would be at such a low level that the programs may be counterproductive. Still others discuss the problems of substituting youthful public service employees for regular government workers and the inclination of some communities, particularly large cities, to make up budget-induced cuts in services with federally-subsidized workers, to use these funds to rehire laid-off workers, or to simply maintain the solvency of urban and county governments (47, 54, 60, 113). It is probable, however, that youth would be less acceptable to government agencies as replacements for adult workers, thus inhibiting tendences toward substitution. (75).

Whatever the arguments, the philosophy of the new legislation seems to have come full circle with that of the Great Depression programs when the unemployed were put to work on public projects with attempts made to ascertain the social and monetary value of these projects.

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* There are many sources describing the history of the various manpower programs, why and how they succeeded or failed. See, for example, Rubenstein (113) and National Child Labor Committee (75).

**There seems to be some ambivalence as to whether these programs are dealing exclusively with structural unemployment or whether cyclical unemployment is also a target, even if not identified as such. See Kobrick (60) and Rubens (78).

Yet there appears to be a real difference in that much of what the programs of the 1930's accomplished may not be possible today because of competing interests. For example, attempts to expand the use of unemployed people in our national parks and forests may run into obstacles put up by environmentalists and others concerned with preserving our natural resources rather than developing them (60). Much of the impetus for the new programs which meet community needs can be traced to the "make-work" stigma of past programs (75). Historically, job creation efforts have come at times of economic crises and have engendered a good deal of suspicion about their ability to alleviate unmet human needs while regular services were being cut (123).

Today, the emphasis is on the development of knowledge as to what will work, for whom, and how what works for one group can be expanded to a national model (139). To accomplish this, a variety of approaches and programs will be funded, some under formula grants to CETA Prime Sponsors, and some under discretionary grants to a variety of program operators to experiment with "innovative" programs and program elements. These programs must demonstrate that they can meet real needs and can capture the excitement and enthusiasm of our national leaders (60). Enormous difficulties exist in trying to accomplish these tasks. There is a constant struggle to define the problems, delineate achievable goals, identify community need, develop appropriate project elements, and establish a conceptual framework which relates the project to the labor market.

For most of the programs under YEDPA and CETA Title VI, work experience is the chief element for impacting on youth's ability to get and keep a job, for career development, and for providing viable and tangible community benefits (139).

Taggart (78) has pointed out some of the possible benefits of work experience programs: they might prevent youth crime; with some training added, they could provide job discipline and exposure to the world of work: and they might provide enough income to prevent youth from dropping out of school. On the other hand, he also points out that the Neighborhood Youth Corps, which was basically designed as a work experience program, did not alter school retention, may have reduced crime and delinquency a little, and had only limited impact on short-run employment patterns. Benefits from work experience therefore depend upon society's willingness to pick up the costs of such programs and its estimate of the worth of the activities engaged in.

The planning and design of work experience projects for youth requires an administrative structure which can implement ideas and activities effectively. Effective implementation often requires the ability and willingness to change institutional structures and practices so that maximum achievements can be obtained with minimum waste of human and material resources (72, 117).

The new work experience programs for youth are designed to achieve change by involving youth in a "project," that is a group of youth working together under competent supervision to meet an identified social need. The project approach offers a "way of avoiding the rigidities of old line public agencies and introduces some competition into the production of public services" (Gartner, et al., cited in 60). It also tends to keep subsidized positions conceptually distinct from regualr public positions thus reducing tendencies toward substitution (30). But projects which come into being for relatively brief periods of time, demonstrate their ability to meet needs, and then disappear for one reason or another, pose problems for those who come to depend on their services. Where do these people turn? Or, if the projects are continued, it is conceivable that they could form a secondary delivery system which could unwittingly be made to support the primary system in resisting change (60).

In communities across the country, Prime Sponsors are carrying the major responsibility for the implementation of the new youth employment efforts. These agencies have had to develop program and structure from the guidelines set up by the Department of Labor. Each Prime Sponsor is at a different level of development in its efforts to cope with the problems within its jurisdiction. Each has had to evolve its program by reconciling the national guidelines developed by DOL with the particular characteristics of youth employment in its local community. As a result, they serve a number of masters. For funding, they must design programs that DOL will approve, and must gain the effective cooperation of many local public and private service agencies; they must survive in the context of local political situations, and organize and respond to the expectations of youth. This situation can result in program goals that are unclear at best and contradictory at worst.

In their efforts to develop viable programs, many Prime Sponsors have found themselves in a cross-fire of criticism. On one side, this fire comes from the funding and overseeing agencies which demand adherance to certain norms. On the other, it comes from youth advocates and the youth themselves who may be in conflict with traditional modes of operation. Prime Sponsors have found that reconciling the multiple roles dictated by the different pressures an extremely difficult exercise. However, as newly created agencies, Prime Sponsors are not bound by the traditions of the past which often makes it difficult for existing human-service agencies to promote or accept change. Because of the lack of an overriding tradition, Prime Sponsors can be problem-focused rather than tied to the traditions of the past. The lack of tradition also can mean the lack of precedents about both policy and operation formulations which could result in long delays in the decision-making process or in contradictory decisions being made about the same issue.

Prime Sponsors normally go through a period of relative administrative chaos as they seek to establish themselves as viable organizations. Changes in personnel policies, nonpayment of salaries, arbitrary salary levels, and constant changes in administrative procedures are typical. They also typically operate in an atmosphere of crisis.

At times the demands of a political situation or a change in funding priorities will cause them to drop ongoing programs to cope with an emergency. In recent years, they have had to operate a number of crash programs with little time for planning and for learning from mistakes of the past.

The Prime Sponsor should make it clear to the entire community that its programs will not solve the youth unemployment problem overnight. The agency should use every means available to emphasize to its staff, to the target population, to the local political structure, and to the general public the true dimensions of the task ahead. While optimism may have served a valuable purpose in helping the program to be born, it also serves to place unrealistic expectations on the program. These expectations have provided the ammunition for critics to feel free to call for massive changes in the character of a program that hasn't had time to demonstrate its potential.

Clear concise program goals should be written along with time tables and other pertinent information that will help the various publics understand where the Prime Sponsor is headed. Staff should know and understand the reasons for the constraints under which they are operating, and should be able to define these constraints for the staffs of the individual projects to be funded by the Prime Sponsor.

IDENTIFYING COMMUNITY NEEDS

The first step in establishing a project is to survey the community to see where opportunities for work experience for youth lie. The tying together of community needs and youth needs is paramount to building a successful project. A good deal of literature exists which, in general, takes an optimistic view of the possibilities for meeting both goals. There seems to be a definite concensus that useful projects, which have community support and which supply needed goods and services, can be developed for youth. Most communities have conducted some form of needs survey which can be adapted for work experience projects for youth. In the event that no such survey exists or that what does exist is outdated, there are a number of good how-to-do-it publications available. To name two:

> Handbook: Assessing Human Needs, prepared by the League of California Cities, 1108 "O" Street, Sacramento, California 95814 (August 1975).
>
> Analysis and Synthesis of Needs Assessment Research in the Field of Human Services, prepared by the Center for Social Research and Development, Denver Research Institute, University of Denver, 2142 S. High, Denver, Colorado 80210 (July 1974).

Even without a needs survey it is possible to identify jobs which could contribute to community betterment at the same time they meet the vocational needs of youth. There are a variety of ways to determine whether there is a need for a particular service or program in a community, and whether other agencies are attempting to respond to that need.

These methods include surveying representative residents of the community, youth, and professionals in the field. The surveys can be conducted in person, over the telephone, or by mail.

Information about community needs may already exist in a permanent form. Government studies, reports of social service and rehabilitation agencies, and newspaper articles may well supply appropriate information. A review of these resources can be of enormous value in efforts to assess needs.

Many people have given a good deal of thought to the process of job creation in both the public and private secotrs. Some have identified personnel requirements in specific service areas such as housing (118), in the private sector (62, 113),environmental services (81, 131), parks and forests (48, 130), transportation (127, 129), and in general areas (79, 128, 130). Others describe the establishment of new jobs in specific fields such as corrections (38), social health services (5), health (31), and local government (11, 149).

Another segment of the job creation literature identifies special groups of people to fill new kinds of jobs such as: training the blind to work for the Internal Revenue Service as taxpayer service representatives (59); supported work programs for addicts, alcoholics, and ex-offenders (27, 28, 66); creating jobs for the deaf (6) and the handicapped (82); and for increasing opportunities for blacks outside the ghetto (55).

A number of guides, handbooks, and how-to-do-it reports describe various methodologies for implementing job creation efforts: in manpower programs (22); as an alternative to rural out-migration (120); to convince public agencies to create new positions (151); to restructure exisitng job systems (99); to implement projects in State Employment Services offices (140) and in social agencies (103); and in providing job descriptions for entry-level human service occupations (108).

The importance of the choice of which community needs will be met not only determines the kinds of jobs to be "created," but who will be hired, their skill development, and their potential career development. The choice of a work project in an area dominated by highly skilled trades, for example, would provide few opportunities for youth with no skill, poor educational background or little experience (30). Conversely, too much reliance on projects which require low skills may lead into deadend jobs or no jobs at all for the participants (4). Although many jobs or potential jobs have been identified in areas where "real social needs" exist but which are not being met fully (79), many of the recommendations are based largely "on estimates of shortages rather than on effective demand." (30)

In general, there are few "innovative" projects in the sense that they haven't been done before. The process which appears to take place is the identification of "interesting" projects which have been operated sometime in the past, perhaps with different populations or in different locations, and the adaptation of them for local youth.

Even in the relatively new areas of environmental services and energy conservation, the work experiences contemplated or implemented appear to be offshoots of existing jobs rather than "new" or "innovative."

Much of this adaptation is based on experiences in the "New Careers" movement, and it has been suggested that the new careers concept can be adapted to meet present-day requirements and be used in lieu of CETA since it provides more protection and better future potential for its paraprofessional participants (6). New Careers "is no longer a poverty program. It is a broadly conceived approach to reorganization and development of services, education, training and manpower development " (108). Indeed, the Baltimore Metropolitan Manpower Consortium includes paraprofessional positions among the work experience projects it funds (30), and Taggart (78), has pointed out that more "meaningful" jobs were provided under the Emergency Employment Act which involved a mixture of entry-level jobs, training, and paraprofessional positions. Thus, Prime Sponsors can look to the literature which emanated from these programs for ideas and approaches which could be adapted in establishing work experience projects for youth which offer real opportunities for youth development and which also meet real community needs.

RECOGNIZING NEEDS OF YOUTH

Work experience projects for youth should lead to regular jobs, return to school, advanced training, or to a combination of these factors. The projects should also provide information about, and opportunities to explore, various career fields. To accomplish these aims, work experience must be carefully planned, suitable work projects and sites should be developed, and linkages with other agencies established.

The attitudes of disadvantaged youth toward work have bearing both on the kinds of work experiences to be offered and on the kinds of work supervision, training and counseling needed. Jobs which youth, their friends or families have had probably entailed low level tasks, were underpaid, and held little or no possibility for advancement. In self-defense, many youth tend to resist work experiences which are similar to these kinds of jobs.

Although certain generalities can be made about disadvantaged youth, each one is an individual with special needs. Some of these needs will become apparent during the selection process, but others will reveal themselves later. Making sure that youth are not locked into an irrevocable assignment will make it possible to respond more directly to their needs.

Individual preferences are important to consider. Attitudes will differ with each individual youth and should be considered by staff when assigning youth to a project. Those assigning youth to different projects should know the requirements and goals of each project so that, at the very least, there can be a gross matching of the youth and the kinds of work experiences offered.

For many youth the work experience they get in the project will be the first chance to test their abilities and discover their vocational preferences. They may bring to the project unreal ideas about work.

The project can help youth make vocational choices by showing what holding a job really involves. This entails providing opportunities to learn and try out different tasks.

In addition to the chance to experiment, the work experience project should offer real training in specific skills as well as general work skills and habits. If the project is well designed, combination of these skills should lead youth to regular jobs.

The work experience itself must mean something to the youth. Doing something worthwhile, something socially or economically useful, something which is visible to others and which attracts community and individual attention, can lead to enhancing youth's feelings of self worth. If youth are given meaningful and useful tasks to perform, they will develop and maintain a positive attitude toward work.

Almost as important as enhancing self-image and promoting positive work attitudes is providing decent equipment. When youth are given dirty and outworn materials with which to do a job, the suspicion may arise that the people running the project really don't care or lack confidence in the youth's ability to do the job competently.

Efforts should be made to see that youth are paid on time. Receiving a check is an indication of worth. Not receiving it on time could destroy confidence and undermine the whole project's credibility. If possible, a contingency fund should be established for paying youth if the regular source of payment encounters problems which prevent payment on time.

Preparing youth for the world of work is an ongoing process; a period of adjustment is required when a youth is sent to a work site. The assignment should be in writing with the time, place, and person to whom to report included, and specific transportation directions should be given.

Where appropriate, work supervisors should have the opportunity to meet with youth before they report to the work site. Discussion of ground rules and expectations can minimiza difficulties. It is helpful if youth already working at the job site can be involved in activities with those who are new.

After arrival at the work site, youth may feel out of place and not know how to behave, and even with written instructions, may be confused about what is expected. They must learn how to use whatever equipment is involved, when and how to ask for help and when to relax. It is also important that youth understand the larger purpose of their work--how it fits into the total project and how the project serves the community.

Youth will usually respond positively to skilled and competent supervision. They should be able to see real craftsmen at work and be exposed to high occupational standards and techniques. It may be the first time they have ever shared the excitement and satisfaction derived from a job well done.

A hostile or punitive work supervisor can undermine any project. Punitiveness should not be used as a method for changing behavior. If anything will change a negative self-image, it will be rewards for positive achievements. Rewards can be as simple as a complimentary word. When youth are well supervised, kept busy, have the proper equipment, and are allowed to use free time constructively, their motivation will be enhanced.

The most supportive measure is to ensure that youth actually learn and develop. The supervisor or crew chief should be aware of the age differentials among young people. The average 18-year-old will usually approach a job with more stability than will a 16-year-old, and will probably be more able to cope with problems that arise on the job. Work experiences for younger enrollees should be structured to permit somewhat more experimentation than those for older youth. However, there is more to work experience than the routine performance of a single task. All youth, regardless of age, should be allowed to rotate among different tasks with challenges built in at many levels in terms of speed, dexterity, and skill.

Work experience that does not give youth some responsibility is both useless and demeaning. There should be some degree of responsibility and challenge if youth are to develop good work habits. Work with true responsibility means work with skill content. For example, a youth can work alongside a skilled carpenter in a housing renovation project and learn by watching and helping. As the work experience becomes more demanding, additional learning may be required. The carpenter's job requires a knowledge of fractions; youth working under his supervision may have to be tutored in math and then demonstrate competency in figuring dimensions.

Despite the most sensitive efforts, things will go wrong. The symptoms of trouble are many. Youth may fail to report to work or be repeatedly late. Or they may come on time but never seem to be at the proper place. Some of these problems will be of a personal nature, but most often the problem will be related to the work experience assignment. It becomes the supervisor's job to track down the cause as quickly as possible. For example, it may be that youth are not given enough responsibility and become bored, or, conversely, that too much responsibility has overwhelmed the youth. Periodic conferences of work-site supervisors, youth, and administrative staff should be held to concentrate on such problems, share information, and work through the difficulties.

In summary, work experience projects should promote in youth a desire to work, confidence in their abilities, appropriate work habits, and a knowledge and respect for the tools, materials, and procedures which are part of the work assignment.

STAFF

It is important that the supervisors, crew leaders, and training personnel be well grounded in the appropriate skills or disciplines which reflect the focus of the work experience. They must have the ability to look rationally at traditional practices and to suggest changes that will enhance youth's opportunities.

The role of supervisor or crew leader is a complex and demanding one. Some of the components of that role include:

1. Teacher: This function is to impart knowlege and practical techniques to the youth. It is usually focused on the specifics of a particular task and then proceeds to the development of generalized principles that will govern the youth's practice in similar situations.

2. Role model: To present the youth with a model of work-related behavior that the youth may imitate and identify with.

3. Referral Agent: In the course of the project, youth may need help or advice on a problem that is outside the scope of the work experience relationship.

4. Co-worker: The supervisor or crew leader from time to time should work alongside the youth. This serves to establish the usefulness and dignity of the tasks assigned. It also increases awareness of the problems youth face as new and sometimes difficult tasks are tackled.

5. Boss and Evaluator: Youth will have to learn to cope with the demands of a boss. They must learn to follow directions, show responsibility, relate to authority, and submit their work for evaluation.

The supervisors or crew leaders thus have difficult jobs: they must select those tasks for youth that will at the same time serve the project objectives and also further the youth's learning; they have to teach the youth what must be known in order to accomplish the tasks; they must assist the youth attempting new and unfamiliar tasks; they must evaluate the youth's efforts and be prepared to re-teach those portions of the tasks that were not performed up to expectation. All of which means that they must know what level of skill and knowledge is required to complete the task, as well as whether or not the youth have the requisite skills and knowledge. They must also consider the relevancy of the task to both the objectives of youth development and to the goals of the project.

Youth in work experience projects will relate better to craftsmen skilled in the particular area of work than to teachers, counselors or general supervisors. Minority youngsters find it valuable to work with craftsmen of their own racial or ethnic groups.

There are some marked differences between urban and rural projects. Where work sites are widely dispersed, as in rural areas, the problem of dealing with work experience sites is much more difficult. Efforts should be made to bring together work site supervisors as a group from time to time to discuss common problems. When distance is coupled with few work experience opportunities, then a sizeable portion of the project's money must go into transportation. If the money needed for transportation means that the project has no money for hiring other staff, it might be possible to consolidate the work sites so that less time is spent getting the youth to them and so that there will be funds for other services.

Some projects have been successful in using volunteers to provide transportation. Others have worked out arrangements with school authorities to use school buses and drivers on off hours.

PROJECT ELEMENTS

Within the Prime Sponsors legislative mandate, two major goals must be met: 1) the needs of youth, 2) the needs of communities. In planning to meet these goals many elements must be considered by project planners. Different projects give varying degrees of emphasis to each goal and to the elements which go into meeting each goal. For example, it has been suggested that work projects should include the promotion of good work habits, should benefit the public, provide skills training, and should yield some viable or tangible results within a short time for worker satisfaction (66). Other suggestions involve these and other elements such as life skills training, extensive support services, career information, counseling and formal education (116). The tendency in the field is for the adding on to work experience projects of auxiliary services and elements. The differences among projects most often occur around which elements to include and how much of each element to be provided. Work experience by itself does not seem to be sufficient to achieve the goals.

The ultimate goal for all projects should be to help start each youth on the way to achieving his or her highest potential in a satisfying work experience. For the short run, each project operator should determine objectives on the basis of youths' characteristics and needs, project resources, and community circumstances. The project should permit youth to have access to the services they require, either from the project or from other programs in the community. Although legislation, regulations and guidelines provide a framework for activity, there is wide latitude for local innovations.

Work experience should lead youth toward the mastery of basic skills in areas where it is possible to learn higher skills and where they can be reasonable competitve for future employment. Each enrollee ought to have a vocational plan with possibilities for upward mobility upon completion of the project. The project staff should examine the job market to see if the work experience offers future employment potential.

While work experience projects are geared to the public sector or to non-profit organizations, there may be opportunities to establish or connect with private business and industry.

The decision on which project components are needed must be based on project goals and be related to (1) a thorough understanding of each component, (2) an evaluation of enrollee needs and community conditions, and (3) the availability of staff and other resources. The general idea is that each project should see that all components are accessible to the project, and that enrollees receive these services according to individual needs.

The project design linking the components should be broad enough to serve a diverse population. It must provide activities for the very able youth simultaneously with those who may require special training or supervision.

It must be able to counsel the hostile as well as the apathetic. It must work with existing agencies to get needed health, education and welfare services and benefits, while attempting to modify their approaches and attitudes to be more compatible with the project's goals. Linkages should be established with a network of community resources to provide needed services which the project cannot provide.

To give the project continued vitality, there must be clear lines of accountability and feedback, so that the project can be changed as needed.

The project should be coordinated. Project elements should reinforce each other in helping youth reach desired goals. The project should be able to serve each enrollee upon entry and should add what is needed to help him or her progress, at any stage.

The project should not be seduced into time-consuming activities that may be very pleasant but do nothing to reach the established objectives.

The surest way to avoid to falling into that trap is to define objectives, choose the components that further them, and work within the protective framework of those objectives and components. Flexibility can be built into the system so that objectives and goals can be refined as needs and resources change.

Among the project elements which support work experience and which should be considered for inclusion are:

- Outreach, recruitment, and selection
- Evaluation of youths' abilities and desires
- Orientation and assignment to appropriate work sites
- Training - classroom, on the job, etc.
- Counseling - job related
- Remediation - tutoring, GED
- Education - credit for work experience
- Supportive services - medical, legal, child care, transportation
- Job development and placement
- Evaluation

How these elements impinge upon work experience will be reflected in the form and direction work experience is given, and how much consideration is given to the careful structuring of work experience. The following points should be make clear to youth:

1. <u>What must be done?</u> The tasks should be clearly specified so that youth can understand the objectives toward which they are working.

2. <u>How must it be done?</u> The procedures for completing the task should be specified, including the range of acceptable initiative that may be used in completing each step of the process.

3. What equipment or materials are needed to complete the task? Youth should know what materials, supplies, tools, etc., will be needed to complete each task. They shoudl also know how to use them, how to care for them and how to obtain them.

4. What level of performance is expected? Expectations must be clear so that youth have a realistic idea of what "success" is. This is important if youth are to learn how to evaluate their own work as they proceed.

5. How much time is appropriate for the completion of the task? This is another dimension of project or task expectations that youth should be clear about.

6. How much help or direction can the youth expect while working on an assigned task? Youth should have an accurate picture of the availability of people and resources which can be utilized if needed.

7. What is the relationship of this particular task to the overall project? How much priority does this task have over the other demands that may be made? Youth should be helped to understand the value and priority of the task in relation to other tasks and to the project as a whole.

If these questions can be answered satisfactorily, there is an excellent chance for the work experience project to succeed, for it will mean that project administration and line staff have an adequate grasp of what must be done and an understanding of how it should be done.

Two elements of work experience projects generally do not receive the attention they should, namely job development and evaluation. No matter how successful the actual work experience is, no matter how skilled the youth become, no matter how satisfied everyone seems to be, if youth can't get jobs or if the success cannot be documented for other projects, then the project remains incomplete.

If the purpose of work experience projects is to make youth employable and, preferrably, to get them jobs, then it is incumbent upon Prime Sponsors and project operators to devote some time and resources to job development activities.

Obtaining regular full-time jobs on completion of the work experience project will be a major criterion for judging the success of the youth projects. Return to school or entry into further training by youth may be considered only as partial success. Job development, therefore, is an important element of a good project. If youth know that there is a good chance of getting jobs at the end of the project, they will be more involved in the work experience and the entire project will be enhanced.

Job development should begin before the first enrollee enters the project and should continue through all the phases of the project's activities. It is too late to start job development activities when youth are ready to leave the project.

An effective project should have a reasonably clear picture of the kinds of jobs it expects its graduates to get. The work experience areas and sites should be structured so that they will be relevant to available employment opportunities. Job development should be made part of the orientation of all staff members. Counselors, teachers, administrators, and others should be encouraged to foster the skills and abilities needed on regular jobs.

Similarly, the demand is increasing for reliable and valid information about the operation of youth employment projects by program funders and administrators. Those who provide the support need reliable data in order to decide which projects deserve continued support and which projects can be replicated. Administrators need the data to operate their projects efficiently and to determine whether goals are being met. Nothing can be accomplished without some compilation of data (66).

Administrators and funders are interested in the same kinds of information:

- How many youth are served?
- Does the project serve those youth for whom it was intended?
- Is the work experience proceeding as planned?
- What is the cost of the project and the costs of each element or phase?
- What is the impact of the project on the youth and the community?

Project administrators can use such information to revise and adjust the operation of their projects. There will never be enough funds available to support every worthwhile project. Since competition for funds will become stiffer, administrators will find it necessary to increase the quantity and quality of the data they collect in order to justify refunding. This need for more data does not mean that qualitative techniques are to be abandoned, but rather that they must be strengthened and supplemented.

Systematic data collection makes certain demands on the service component and on the project staff. Many programs hire evaluation specialists or engage consultants to plan and implement an evaluation system (53). Although the administrators and evaluation specialists are concerned with the same end -- an effective and efficient project -- they often proceed on different assumptions, values, and modes of operation. If there is a lack of understanding among them, especially as related to project priorities, then the operation, impact, or both will suffer. The evaluation process must yield reliable and valid data without excessively interfering with the operation of the work experience project (111).

In designing work experience projects, it is important to understand the consequences of choosing one type of evaluation activity over another. The choice can affect the methods employed to collect data which, in turn, can affect the administration of the project and the ultimate use of the data (4).

The process of evaluation in a work experience project will involve the enactment of a series of well-defined activities and different activities will predominate at different stages of program development.

The activities include:

1) Assessing the need. Determining if such a project is needed by the community.

2) Defining the goals to be assessed in specific terms.

3) Defining the research questions. Deciding which aspects of the project are to be studied.

4) Determining the specific variables. Defining the variables.

5) Designing a model to collect the data which answers the following questions:

   . When will data be collected?
   . What sources of data will be used?
   . Who will collect the data?
   . How will data be collected?
   . How will data be processed?
   . How will data be used?
   . What methods of analysis will be used?
   . What is the cost of the evaluation?

6) Implementing the evaluation which would include:

   . designing data forms
   . designing data processing systems
   . training staff
   . performing a pilot study and revising forms
   . implementing the evaluation

7) Reporting results to decision-makers who need the information.

8) Using data as a source for new projects.

There are many methodological problems associated with the evaluation of work experience programs. Among these are: the definition of work experience objectives and their translation into observable categories;

the identification and control of extraneous variables which contaminate the relationship between activities and outcomes; and the relative weight or influence of each element in a work experience project on outcomes.

CONCLUSION

While all work experience projects are different in many ways, almost all of them include orientation and training in three basic areas:

1) Communication Skills - The development and improvement of speaking and writing skills and related math;

2) Work-related Skills - Working with others, taking orders, reduction of absences and lateness, appropriate dress;

3) Technical Skills - The basic care and use of tools, machinery, equipment, materials, and supplies.

In summary, a well-designed work experience project pays attention to detail. The needs of the youth and the needs of community are rarely identical and must be clearly delineated. Focusing on providing the best possible experience for youth and the best possible service for the community and finding areas in which both can be achieved will make for a quality project.

Projects should reinforce the goals of the youth within the context of local conditions. The line of least resistance--to take any service area, assign youth to it, and then determine what the project's goals are--should be avoided. The checklist which follows may help remind Prime Sponsors and Project Operators of some of the important questions which need to be asked. Answers should be as specific as possible.

Checklist for Work Experience Projects

1. Does the project meet an identified community need?
2. Is the work experience appropiate for the age and sex of the youth?
3. Is supervision provided by highly skilled workers?
4. Are supportive services available to those youth who need them?
5. Does the work experience teach real skills?
6. Does the project provide a variety of work experiences?
7. Are the necessary supplies and equipment readily available?
8. Are youth paid on time?
9. Does the work experience provide appropriate degrees of challenge and responsibility?
10. Is the project flexible enough to provide for individual differences in skill and ability?
11. How cost effective is the project?
12. Will the project provide access to regular jobs, education, and/or training?

The descriptions of projects which follow are meant to be used as guides for Prime Sponsors and program operators, to stimulate their thinking, and to present some approaches which they may not have thought of. We strongly recommend that no attempt be made to replicate these projects as they stand since local political, social, and economic factors will differ. Adaptations will have to be made to take cognizance of these local factors.

HOUSING

Housing construction, renovation, repair, and maintenance projects have proliferated throughout the country, in both urban and rural areas. The emphasis on energy conservation has also led to a host of projects engaged in insulating and winterizing homes. There has been a movement to revitalize our inner cities basically by providing decent housing to low income residents. This has led to a good deal of renovation on condemned or abandoned buildings. The creation of temporary and emergency shelters for people in crisis is also being accomplished.

In the past 20 years, population shifts and shifts in industrial and commercial enterprises have altered the traditional patterns of urban life. Despite these shifts, we remain an urban-centered nation; the suburbs have grown as our cities experience a decline. Business enterprises have tended to follow the population shifts to the new communities.

The costs of maintaining and increasing services for those who remain in cities have soared because of inflation and a declining tax base. Those who have remained--the elderly, minorities, and low-income families and individuals--have found themselves in a double bind.

Between March 1975 and March 1976, U.S. Metropolitan areas lost nearly 400,000 people through outmigration. Central city areas sustained a net loss of almost 2 million people during the same period. With the shifting of jobs from cities to suburbs, the unemployment rates in cities has risen dramatically.

The provision of adequate, affordable housing is one way to begin to reverse these trends. The annual housing survey in 1975 pointed out that:

- 2.3 million U.S. households had no bathroom or share a bath with another household;
- Between 400 and 900 thousand units have plumbing facilities that break down feequently;
- 4.5 million households live in units with leaky roofs;
- 1.4 million have an incomplete or shared kitchen;
- 3.6 million households lived in overcrowded housing.

The cost of housing also burdens many American households:

- 24% of homeowners (or 5 million) with mortgages had housing costs requiring more than 25% of their income;
- An unprecedented 44.8% of renters (or 10.5 million) had rent income ratios of 25% or more in 1975, almost 60% of American families could not afford to buy the median priced new home.

The underlying theme of current projects is that society and the community are seen as "housers" of the last resort. Abandonment of housing, especially in our inner cities, has resulted in making local and Federal governments two of the largest landlords in the country. Housing is one of the essential needs of all people, and as such attracts a good deal of attention. Projects in this area are highly visible, the community can see tangible proof of a return on its investment. On the other hand, costs of repairing and maintaining housing have risen sharply at the same time that tax revenues are declining, making projects more expensive than originally contemplated.

One of the greatest areas of energy waste is in the heating of homes and buildings, which accounts for 25 percent of all the energy used in this country. Many buildings and homes are inadequately weatherized. For a family living in an uninsulated house, home improvements can save up to 50 percent of their energy costs at the same time they are conserving a scarce resource.

Youth projects focused on renovation, repair, and weatherization of housing are labor intensive and require equipment, tools, supplies, specialized clothing, and transportation services, some of which can be supplied by the sponsoring agencies, but program operators should be prepared to meet some of these costs. Some of the services may produce enough revenue to be self-sustaining or to cover some of the equipment costs. In addition to CETA funds, many other potential sources of support exist including: the Department of Housing and Urban Development, the Environmental Protection Agency, the Community Services Administration, local real estate boards, Public Works, unions, etc.

It is necessary to involve all organizations and agencies in the planning and implementation of these projects. Unions, in particular, need to be involved or at least agree not to oppose the projects. Unemployment in the building trades is high, and it is important that projects not be looked on as taking jobs away from unemployed journeymen. Project operators should contact their local Building Trades Council officials and assure them that the youth will not be taking jobs away from union members since the clientele are too poor to have the work done by the home repair industry. Wherever possible, projects should hire unemployed union members for supervisory positions and work through the union to hire them.

If work is done on renter-occupied units (as opposed to private homes), agreements with the landlords should be sought so that rents will not be raised for the improved property. It is possible to get landlords to actually reduce rents by the value of the materials put into the dwellings.

An increasing number of states have enacted laws requiring the registration and licensing of companies in the home improvement business. Project operators should check with their State's Attorney General or

the County or City Attorney to make sure that their projects will not be in violation of the law, and to obtain an official exemption from such regulation.

If the project involves a loan fund of any kind, check the applicable "Truth-in-Lending" laws.

It is imperative that projects have liability insurance to cover the crews working on buildings. Lower rates on liability insurance can be obtained by joining with other projects to purchase state-wide policies.

Crew chiefs and supervisors should be experts (journeymen) in one or more of the skilled construction trades. They should be selected on the basis of their knowledge and skill, and their abilities to teach, train and guide young people.

Orientation and training will be required for the youth in safety, first aid, use and maintenance of tools and equipment, and specific skills and knowledge. A combination of classroom and on-the-job training will probably prove most productive. Program operators and sponsors should consider the possibility of using the resources of local vocational or technical schools for development of curricula, teaching and training, and supervision. Information should be provided on related jobs and training opportunities so that youth can begin to make career decisions.

As noted earlier, these kinds of projects could become extremely costly if improperly conducted. Local economic conditions could either inhibit or enhance possibilities for success and operators should be cognizant of these conditions. Care should be taken that all necessary licenses, permits, and other official permission can be obtained. The essential ingredient for a project is a plan for each house or building to be worked on. This plan should be based on a site visit to the house or building by someone who has the knowledge to make accurate judgments about what has to be done, and includes consideration of the climate in your area, the costs of different types of energy, the costs of materials and labor, and structural limitations. There should be a high level of staff capability in order to cost out each job before a crew is assigned, order materials and make sure they are delivered to the work site at the appropriate time so that workcrews can be assigned in the most efficient manner. All materials purchased should meet government standards of safety and effectiveness. Certain insulating materials can create health hazards if carelessly or improperly handled.

Experience has been that the purchase of materials on an area-wide basis does not necessarily reduce costs since their transportation from a central point to the program areas may be costly and cause administrative problems of getting them to the job sites on time. There

also appears to be more community support when materials are purchased from local dealers who will often give substantial discounts.

Once a project has been completed it is important to make provisions for ongoing maintenance so that the work done does not deteriorate because of lack of care.

Experience has shown that every program operator will encounter a number of problems, which if not resolved at the outset of the project, could be detrimental to the project later on.

In summary, these projects are highly visible and provide facilities and services to low-income residents and to other groups such as the handicapped. Benefits also accrue to local housing authorities and to the community's tax base. Emergency shelters and temporary housing can benefit people undergoing various kinds of crises. And, in our pre-occupation with energy, such projects can help raise the energy-consciousness of people.

Youth engaged in these projects can develop real, marketable skills. The projects are ideal as apprenticeship or pre-apprenticeship programs and could lead to well-paying jobs.

The project descriptions which follow are meant to help program operators and prime sponsors identify potential projects which they may adapt to local conditions and to stimulate their thinking to develop more innovative projects. Many of these projects involved adults, not youth, but can be adapted to meet youth's needs and abilities.

Finn Creek Open Air Museum (Minnesota) (67, pp. 145-148)

This project entailed restoration and refurbishing of a pre-1900 homestead to serve as a museum, tourist attraction and cultural/educational/recreational center.

There is ample local support since the residents are interested in preserving their cultural heritage and at the same time have a need to establish local points of interest to support a very important tourist industry. Four participants provided labor for the project which included carpentry tasks, gardening, pasture maintenance, fencing and waterway maintenance. Construction activity included restoration of the house, two saunas, log barns, hay sheds, a summer kitchen, and a granary. The participants chosen to work on the project received on-the-job training in carpentry skills and were given considerable freedom to try their own ideas in solving construction or renovation problems. The occupational skills needed for this project include carpentry, wild life and land management, stone masonry, farming, printing and journalism, lumberjacking, timber cruising, and wood working. Due to time limitations on project funding the director preferred to look for participants with some carpentry experience before hiring the unskilled.

A variety of private financial and community support was developed to purchase materials for the project. Other resources were contributed by the local Chamber of Commerce and the local Conservation Club. Restoration information was supplied by the County Historical Society. Future Farmers of America and vocational education classes from the local school system helped by planting trees. The county government is considering an allocation of funds to construct an adequate well on the property, the local newspapers provided free publicity for the project and a program called "Green Thumb" supplied retired farmers work on the property. The local chapter of N.O.W. helped by purchasing and planting flowers in the gardens, also there are local college students who have volunteered to help. The prime sponsor has cooperated in financing the services of a caretaker for the property. Supervision for the project was supplied primarily by the director.

The museum will provide recreational facilities for local residents, school children and tourists. It will also serve as an open classroom for teaching young people about their own cultural heritage.

Paint and Repair (Baltimore) (30, IV p. 11)

Sixteen participants provided maintenance of city buildings, including painting, preventive maintenance of climate control systems, minor carpentry, plumbing, electrical repair, building renovation, and installation of electrical and plumbing equipment. They also constructed kiosks, booths, and stands for an art festival, and fabrication, painting and installation of gangplanks for Operation Sail. Participants learned basic construction and maintenance skills.

Winterization (Union County, New Jersey) (67, pp. 25-28)

Twenty-four - twenty-eight participants will winterize about 150 homes of low-income families or the aged. Participants work under five subcontractors in different sections of the County and receive six months of classroom and on-the-job training in light construction and home repair skills. The classroom instruction covers light construction and home repair skills as well as such topics as use and care of hand and power tools, heating systems, and practical plumbing. For the OJT component one home will be selected and used for training purposes. The entire program is a combination of several subprograms linked together. The cooperation and coordination of community and governmental groups lends itself to fulfilling a real need (energy conservation) while teaching skills and giving work experience to unemployed persons.

Home Repair Project (Portland, Oregon) (116, pp. 14-15)

Journeymen are hired to supervise work crews of 5-6 youth each, recruited from local high schools, out-of-school youth, and work release programs. The crews repair the homes of low-income residents who are eligible for federally-sponsored low-interest loans. Project aims at school retention, provision of work experience and skill training, and transitory permanent employment. Thirty-forty hours of classroom pre-apprenticeship training is provided in safety, first-aid, basic tool use, and carpentry techniques. Project provides innovative recruitment source of minority manpower for apprenticeship programs. Union support is obtained through participation in program planning and orientation sessions.

Floor Tiling (Baltimore) (30, IV pp. 13-14)

Six participants, living in a housing project, installed tile in over 1,000 apartments. Participants got three weeks of classroom and on-the-job training. Residents pleased with the results. A high visibility project involving a self-help concept.

Residential Rehabilitation (Santa Cruz, Calif.) (101, pp. 51-62)

This is a proposed project to rehabilitate the central business districts of cities. It is proposed that cities of 5,000 to 50,000 persons having dilapidated areas would benefit most from this idea. In effect, the program would rehabilitate old homes, structures and revitalize abandoned, dilapidated, substandard neighborhoods. The aims of the project are to keep costs down and to provide employment opportunities for craftsmen and skilled, semi-skilled and unskilled workers.

The latter would be mainly unemployed youth who would be trained through the formation of an urban jobs corps program. The planners of this proposal note that restoration projects improperly handled can be very costly. Contacts and linkages with trade and labor unions, industrial

arts professionals, retired building and civic minded individuals should be established. Concerned citizens willing to promote the program should be located and several committees should be formed to plan, implement, and oversee the progress of the project.

Emergency Home Repair (Portland, Oregon) (4, pp. 32-37)

A program for both in-school and out-of-school youth who drop in to one of four Youth Service and Career Training Centers.

Participants are divided into four, 14-member crews composed of one crew leader who is a journeyman carpenter, one apprentice carpenter and 12 youths. The crews work on simple repairs, winterization and in some cases major renovation of substandard homes. Electrical and plumbing repairs are not done by the youths.

The project was designed to provide paid training for youth, and to provide home repair services to the elderly or disadvantaged persons eligible for federally sponsored low interest home repair loans.

One year of paid training in carpentry and home renovation is provided to the youth. One-hundred and twenty in-school and out-of-school youths have received on-the-job training in restoration carpentry and light construction skills. Provisions are made for channeling the youth into unsubsidized employment. In-school youth work 20 hours a week and out-of-school youth work up to 40 hours a week.

The youth centers were established in neighborhoods with high unemployment and drop-out rates, and large poverty and minority populations to assist youth with a variety of employment, training, education and service problems. Youth are referred by work experience coordinators in the schools, youth service centers, and a court diversion program. A pre-apprenticeship program requires 30 - 40 hours of classroom instruction in safety, first aid, basic tool use and carpentry. These classes are taught by the journeyman carpenter/crew leaders, who are also certified vocational instructors. The youths receive apprenticeship credits. There is heavy reliance on linkages with building trades unions and employers. One contractors' group was involved in the development of the project, providing technical support in the training and operation of the program, assisting youths in gaining entry into apprenticeships, and developing employment and training positions within their own membership. Since the start of the program there has been considerable expansion, but not without certain problems.

For example, to overcome high dropout rates among minority youth, a campaign was started which featured the expansion and beefing up of all outreach, training and supportive services. Another problem was high

turnover rates among in-school participants which left crew leaders continually retraining new youth at the expense of providing more sophisticated training to other participants. Steps were taken to ensure that all enrollees remained on the project for one year including recruiting them during the summer months for the following school year. The overall project is seen as a good base plan to meet the diverse needs of an area's young and old populations. To date, 55 homes have been renovated with almost 100 percent satisfaction of the home owners.

Recreation Center Paint and Repair Project (Baltimore) (30, IV pp. 34-35)

Participants made minor repairs and painted the interior and exterior of 44 recreation centers. Tasks included painting backboards, goals, benches, and relining basketball courts. They also painted a community swimming pool and several wading pools.

Orleans County Council of Social Agencies (Vermont) (60, pp. 10-11)

Participants construct homes for low-income families on vacant land purchased with federal funds. They also operate a sawmill which harvests, processes, and finishes lumber to provide fuel and building materials to disadvantaged residents at low costs. Good project for rural areas. Can be adapted for urban and suburban areas.

Rural Pierce County Emergency Housing (Pierce County, Washington) (67, pp. 49-52)

This project is part of a larger project to establish emergency facilities for low-income families in need of immediate, temporary housing. Permission was obtained to develop and utilize a county-owned residence for use as an emergency shelter for persons in need because of fires, child-abuse, abandonment, domestic disputes, sexual assault, evictions, and other crises experienced by low-income persons and families. Rehabilitation and remodeling were needed to make the building a safe and adequate shelter. CETA funds were used to hire workers to make the necessary renovations.

Working under the supervision of the Community Action Agency, six youth workers landscaped the yard and helped remodel and furnish the home. Wages for the six youth were paid by CETA Title III funds. CETA Title VI supported two adult workers to work with a volunteer architect and contractor and to be responsible for supervising the youth workers. The youths acquired general work experience and skills in using tools and in mobilizing community resources. Youths were provided counseling and other support services. Funds for transportation were allocated

as well as for training and orientation. The program provided special services to the youth through linkages with local unions and was able to refer participants to appropriate apprenticeship councils. There are union-sponsored evening classes designed to help those participants who wished to qualify for the apprenticeship tests.

Housing Winterization (Anne Arundel County, Maryland) (30, IV p. 14)

A total of 21 participants installed insulation in the homes of low-income elderly. Eighty-four homes were winterized at a total cost of $11,000 for materials. Community Services Administration provided a grant for the materials. Skill training was provided by several agencies and manufacturers. Good collaboration among different agencies.

Advocap, Inc.(Wisconsin) (66, pp. 20-21)

This project is based on the supported work concept and offered disadvantaged and former mental patients a job and the opportunity to make good in it, as well as a chance to gain permanent employment. The aim was to meet certain low-income community needs while providing a real work situation. Participants performed basic maintenance tasks and made minor repairs, and houses were winterized including installation of weather stripping, repair of storm windows, and sealing of drafty windows. Structural rehabilitation work was also done such as repairing steps, porches and roofs, and plastering and painting. The project also maintained other work situations in which some participants did furniture refinishing and some worked in a clerical pool. Funding for the project comes from many sources and the project itself is run by a community group. One problem was that participants had to leave the program at the project's end whether they had jobs or not. The project is one that is worthy of replicating in low-income and economically disadvantaged areas.

Weatherization (South Dakota) (67, pp. 61-64)

Eleven participants provide basic low-cost improvements to homes of 283 low-income residents to make homes more energy efficient. Working in crews, the participants repair foundations, caulk cracks, install storm windows and doors, insulate attics and walls, and perform other basic energy-saving repairs. CETA funds pay the salaries of participants, and materials and supplies are paid for by the Community Services Administration. This linkage has proved beneficial to the home owners and the community in general. In addition to the financial savings to home owners, broader community benefits will be gained as other home owners and commercial industry are influenced to take part in energy conservation.

HEALTH

In recent years, one of the major trends in the health care field has been the dramatic increase in both private and public spending for health. In 1976, Federal outlays on health activities exceeded $42 billion. By far the largest share of this expenditure has occurred in payments to Medicare and Medicaid, which were established by the Social Security Amendments of 1965 and which, today, finance a significant share of all health care delivered in this country. Medicare helps meet the medical costs of more than 13 million aged and disabled citizens, while Medicaid expenditures help finance the health care of 26 million low-income Americans.

Other new and innovative programs are supplementing and broadening the services financed by Medicare and Medicaid including the Health Maintenance Organization Service established in 1973, which provides comprehensive health care services on a prepaid basis and the Emergency Medical Services Systems Act of 1973, which provides financial support and technical assistance for the development of better emergency medical services. Still other programs are directed at groups with special problems--at those who lack adequate health insurance coverage; at people who want and need family planning services; at migrant and seasonal farmworkers and their families; at mothers and children who have a special need for preventive care; and at the chronically ill and aging, whose illnesses are the most devastating of all. These "outreach" programs as they are often called are backed up by still other programs aiming at ailments such as cancer, heart disease, alcoholism and drug abuse, mental health, communicable diseases, and environmental health.

Demand for health services is increasing on a nationwide basis--much of it due to new services available for the first time because of technological progress. However, the costs of health care are rising rapidly which affects the poor who have the greatest health care needs.

Low-income groups suffer disproportionately from diseases, which are well within our powers to prevent or cure, and have less access to doctors and hospitals. Concern about this situation is growing as the country moves closer to some form of national health insurance. By improving preventive measures, part of the health care burden now carried by physicians and hospitals can be relieved, and if national health care does become a reality, methods must be found to deliver it.

A recent radio newscast reported that more than 300,000 people in Chicago had been screened for hypertension. The report noted that there was a significant decrease in strokes and heart attacks and that the percentage of people with hypertension had decreased markedly and the number of controlled hypertension cases had increased. Youth can readily be trained to staff hypertension screening projects, as well as other health-related projects.

Projects in the health area are labor intensive and require close supervision from professionals such as physicians, nurses, nutritionists, and psychologists. Before starting on a health project, program planners should have a hard estimate as to the numbers of people who would need the service to be provided. Involving youth in a health survey to determine these numbers would be an appropriate project leading to other direct service projects. The need for supplies and equipment should be determined in advance and their acquisition accomplished before youth are recruited.

Local, state and Federal health agencies can be called on to provide partial funding for certain activities and certain equipment. Private agencies, such as the Red Cross and Cancer Care, can be asked to supply some of the training, equipment, counseling, and even personnel. Additional sources of funds could include departments of social services and various organizations devoted to the handicapped.

Many linkages with other agencies will have to be made. Probably the most important would be the local medical associations and hospitals which give projects an official stamp of approval. Early participation in the planning is recommended for agencies and organizations having vested interests in the projects' scope of work such as: civil service organizations, unions, professional associations, local health clinics, and community social agencies. The clear definition of agencies' roles could prevent problems from occurring later on. Community links need to be established so that people will know about the services to be provided by the project. The use of mass media to publicize it should be considered.

Supervisors or crew leaders in health projects should be qualified practitioners who can teach, train, and guide youth. Orientation and training will vary, depending on the type of project, from minimal to very extensive. However, the importance of training in the health field must be stressed here. Since project participants may be dealing with people who are ill or potentially ill, they must be prepared to deal with emergencies appropriately. Such preparation includes peripheral but related content such as knowledge of vital signs and symptoms, first aid and cardio-pulmonary resuscitation (CPR). It also can help expand the project into other areas at a later time or provide opportunities for youth in the regular labor market.

Any project in the health field is going to run into some resistance from those already in positions of power as well as from rules and regulations which abound in great numbers. A knowledge of these rules and regulations can save a project many hours of delay; they include state licensing requirements, union contracts, requirements of professional associations, civil service regulations, etc. It may also be necessary to obtain some form of liability insurance for the participants, especially in states which do not have "good samaritan" laws. Projects which use vehicles of some kind need to allocate funds

and manpower for their operation, repair, and maintenance. One of the factors which participants will have to understand is the discontinuous nature of occupational structures in the health field, especially if they intend to make a health occupation a career.

The benefits to the community of a health project are obvious--lives can be saved, extended, and made more productive and less painful. For youth, exposure to the health field can open up a wide range of future opportunities since there are some 300 separate occupations listed under health.

Public Health (Baltimore) (30, IV p. 18)

Participants assigned to health clinics where they made home visits, performed telephone advocacy and acted as links between clients and clinics for well-baby services, senior citizens and venereal disease control and treatment. Could lead to paraprofessional community or public health aides.

Cancer Outreach Program for Women (Washoe County, Nevada) (67, pp. 125-128)

Five outreach workers will be employed by the County Health Department. They will attend a week-long training course designed to provide them with a knowledge and understanding of the programs being promoted, and technique of effective public contact. The programs include cancer screening, and supplementary food programs. Participants will conduct a door-to-door canvas in selected areas to provide information on the county's cancer checkup services and about a supplementary food program for low-income pregnant and lactating women and all children under five years of age who need improved nutrition. Will attempt to impress upon the residents the importance of cancer checkups, program eligibility requirements, and procedures for obtaining checkups and medical treatment. The door-to-canvas is expected to be more effective in reaching the target population than media efforts.

People's Health Clinic (San Diego, Calif.) (104)

CETA participants, mostly students, worked with health and legal professionals to help provide general medical services and special services for women, including PAP smears and pregnancy tests. Also provided peer counseling, outreach services and legal assistance.

Neighborhood Medical Care Demonstration (Bronx, N.Y.) (64, pp. 106-108)

Thirty participants were employed as family health workers. They were trained in an eight-week full-time core program in health services, basic health skills, remediation, and health careers. On-the-job training followed for up to one year. Participants were disadvantaged area residents who made home visits, dealt with social and environmental problems, provided simple and routine medical services, and educated families on preventive aspects of health and hygiene. The aim of the program was to open health careers to neighborhood people as family health workers, physicians' assistants, and in traditional health roles such as laboratory technicians, medical records clerks, obstetrical technicians, and inhalation therapists. Some problems were encountered with civil service regulations, substandard wages and benefits, and the discontinuous occupational structure in the health field.

Emergency Medical Technician Program (Chicago, Ill.) (148, p. 14)

Summer program. Young participants were trained in a work-study project for eight weeks as medical technicians. They attended class 15 hours a week and worked 10 hours a week in city hospitals and physical therapy centers. Those who qualified could take the State examination for medical technicians.

Hypertension Screening (Gary, Indiana) (67, pp. 5-8)

Six participants employed by the Gary Health Department provide blood pressure screening and detection services, medical referrals, educational programs, and medical followup services at the nursing office of the Department. Participants received a 40-hour training course. Between 25 and 30 percent of people screened in the first two months showed elevated blood pressure. Project particularly suited to communities with large black populations since blacks evidence higher blood pressure rates than other groups.

Venereal Disease Prevention (Cincinnati, Ohio) (12, p. 19)

High school youth are educated and trained in adolescent health problems, especially pregnancy and venereal disease. They then perform peer counseling and provide instruction at schools, VD clinics, social service agencies, etc. Highly replicable.

Bi-Lingual Interpreters Project (East Los Angeles, Calif.) (148, pp. 17-20)

Summer program. Forty bi-lingual AFDC youth set up interpreter services at various clinics of a large medical center. They interviewed patients, made appointments, and provided information concerning hospital and social service forms. Interpreted patients' responses to medical staff. So successful that the county established 55 permanent interpreter jobs in County hospitals.

Neighborhood Service Center (Bronx, N.Y.) (64, pp. 108-109)

Thirty participants were employed as mental health aides in three walk-in neighborhood mental health center store fronts providing information and referral services to clients on a wide range of individual, family and social problems. They also offered direct services, made appointments, filled out forms and expedited client requests. Training focused on skills in interviewing, expediting counseling and community organization. Attempts were made to implement a career ladder. Initially it was difficult to attract area residents to a new job and

a new field of work but as the program gained acceptance applicants outnumbered available job slots. No formal credentials were required of the participants, selection was done through a group screening process during which the applicants were observed by a panel of experts. The process served a dual purpose--that of screening the applicants and orienting them to the program.

Training was intensive and continuous focusing at first on the basic skills necessary for good job performance: interviewing, expediting, counseling, and community work. All training was work-oriented, without regard for existing disciplinary lines within the mental health field.

Work Orientation Project (Washington, D.C.) (148, p. 13)

Summer program. 150 young participants received work experience and served as aides in hospitals and other health facilities assisting in admissions, food preparation, x-ray, and laboratory testing.

Mental Health Workers (New York, N.Y.) (111)

One-hundred and sixty-nine participants were recruited, trained and placed in 21 different public and private mental health agencies in New York City. Training consisted of formal accredited classroom work under auspices of community colleges, and classroom and on-the-job training conducted by the agencies in which they were placed. A new career ladder in the City's Civil Service system was established. Training was also provided for agencies' administrators and supervisors. Trainees were selected in group interviews after referral from local manpower agencies.

Lead Paint Poisoning Prevention (Baltimore) (30, IV, p. 17)

Participants made nearly 2,000 home visits, and participated in workshops, seminars, meetings, and assemblies to educate parents and to refer children to appropriate medical facilities in cases of suspected or potential lead poisoning. Could lead to paraprofessional health or community aide jobs.

Red Cross First Aid (Indiana) (67, pp. 77-80)

Thirty-six participants will be trained and certified in advanced health and safety techniques for delivery of emergency first aid during summer months at a major recreational facility. They will staff five first aid shelters. In the fall and winter they will provide health and safety instructions in schools and low-income neighborhoods. The participants will receive two weeks of intensive first aid instruction from the Red Cross. The training emphasizes what to do in emergencies and how to treat minor injuries. Special attention is focused on functional first

aid skills, including cardio-pulmonary resuscitation, basic land-based water rescue, and orientation to the special dangers and safety hazards of each of the areas in which the first aid shelters will be located. Every staff member must successfully complete the training and receive the Red Cross advanced first aid certificate to remain with the project. Team leaders will be selected from among the participants based on their performance and leadership during training. The team leaders will provide primary leadership at each first aid shelter. A sixth roving team will provide emergency services elsewhere in the area; dispense ecological conservation, and facility information; distribute ecology bags, collect trash and litter, check campsites for hazardous materials and report potential dangers to conservation officers, as well as provide additional first aid, safety and health instruction for campers, swimmers, boaters, and others using the lake facilities. During the fall and winter months the first aid technicians will provide first aid training in schools and low-income neighborhoods; instruction will be in cardio-pulmonary resuscitation, first aid, health and safety.

RAP Cadre Program (University of South Florida) (2, pp. 278-279)

The Counseling Center for Human Development at the University of South Florida provided several programs involving students to assist in such areas as: emergency treatment of drug overdose; providing information on contraceptive devices, pregnancy tests, and abortion; and counseling and assistance for "study release" students from state prisons. There was a four-stage training program for participants with each stage requiring more responsibility, knowledge, and experience, including job specific training and communications skills. The peer counselors kept the Center's professional staff informed as to whether students' needs were being met. Some of the difficulties encountered included the overorganization of the program which limited communication among members of different groups; differences in personality, language and appearance of members of different groups; and the participants' inclination to feel qualified to act as therapists.

Cleveland Emergency Medical Service System (Ohio) (67, pp. 141-144)

One-hundred and twenty participants were trained as emergency medical technicians and hired to staff a new independent medical care service. The program maintains two separate facilities which are open 24 hours a day, seven days a week. The training included an initial 60-hour course plus 50 hours of in-hospital clinical training. Emergency Medical Technician-Ambulance training (EMTA) was provided through the State certification program. Additional training includes advanced EMTA, heavy rescue, ambulance driving, cardio-pulmonary resuscitation, vital signs, and through arrangements with state, local and federal

agencies there was special training in water rescue, extrication from cars, buses, and planes. All EMTA's are trained as cardio-pulmonary resuscitation (CPR) rescue workers, 80 are certified and some are preparing for certification as training instructors.

The project was originated to establish an independent emergency medical care service. Prior to its creation, residents in need of emergency medical care were transported by the police or fire departments. The new service would upgrade and expand the medical care capability of the city and eliminate the need for police and firemen to respond to emergency medical calls. The program is a joint effort with linkages to the Public Health Service, the Department of Transportation, the Greater Cleveland Hospital Association, the Academy of Medicine of Cleveland, and general support from nearly all local medical authorities.

ENVIRONMENT AND CONSERVATION

Historically we can look back to the 1960s as the decade when the United States and other countries saw public concern over pollution and conservation undergo a transformation. The publication of Rachael Carson's "Silent Spring," a series of pollution episodes including major oil spills, and heightened awareness of the dangers to public health from pollution all contributed to the rise of an environmental movement.

Congress responded to the change with a series of strong new laws to cope with pollution. Among them were the Clean Air Amendments of 1970, the Federal Water Pollution Control Act of 1972, the Noise Pollution Control Act, and the Environmental Pesticides Control Act of 1972.

An important step also was taken in 1970 with the creation of the U.S. Environmental Protection Agency (EPA) to centralize Federal anti-pollution efforts, until then dispersed among 15 departments and agencies. EPA not only implements and enforces these new laws but also deals with environmental problems such as solid waste, drinking water quality, and environmental radiation.

The President's Council on Environmental Quality has estimated that combined spending on pollution control will total about $275 billion in the decade ending in 1981. This means millions of new jobs associated with the national commitment to a cleaner, healthier environment.

Industry is increasingly investing in pollution technology to meet the requirements of Federal laws. The private outlay for such controls including maintenance and operating costs for air and water pollution, radiation, solid waste, and land reclamation will total approximately $210 billion in the decade ending in 1981.

Projects in the environmental and conservation areas are quite varied. The need for such projects has been amply documented in a host of studies and reports. With the publicity and growing public awareness of the need to conserve and develop our natural resources and to protect people from environmental hazards, projects in these areas seem to be generating a great deal of enthusiasm. Projects already underway or in the planning stages include water conservation, fish hatcheries, shore line reclamation, litter removal and control, stream and river protection and clearance, wildlife habitat improvement, monitoring radiation hazards, timber stand improvement and reforestation, roadside improvement, soil erosion, nature trails, bikeways, sanitary services, solid waste disposal, pest control, safer use of pesticides, monitoring air, noise, and water pollution, harvesting, and many others.

Most, if not all of these projects are highly visible and labor intensive. Many require little training and can be implemented quickly once the planning has been done, and can utilize the most unskilled youth. However, most of these projects require a certain level of physical strength which should be taken into account when recruiting and selecting youth.

While these projects lend themselves best to rural and suburban areas, adaptations can easily be made for urban areas. Wherever located, adequate planning must be done. Careful design, engineering, and logistics are required before youth can be put to work on these kinds of projects. Some kind of survey will probably have to be done at an early stage. For example, if the project calls for thinning a timber preserve, then those trees to be cut down must be identified and marked; if the project involves the repair or construction of a public recreational facility, then a potential user survey should be done.

In addition to CETA funds, many other sources are available including: the Departments of Agriculture, Interior, and Housing and Urban Development, State fish and game agencies, Environmental Protection Agency, Public Works, railroads, colleges, business and community service groups, municipal and state bond issues, local nature and sport groups, and health and social agencies.

Linkages should be established and maintained with these and other interested and concerned groups. Tools, machinery, transportation, training, and supervision can be supplied by them. They should, of course, be brought into the planning process at the earliest possible time, and provision should be made for coordinating their activities.

Superiors or crew chiefs should be knowledgeable adults experienced in the particular work and able to teach, train, and guide young people. If a project is large and uses several crews of youth in different locations, a senior supervisor may be needed to coordinate and oversee all of the crews.

Most of the training can take place on the job, but, depending on the kind of project, more formal training might be required in one or more of the following areas: basic construction skills, the care and use of tools, chain saws, and other machinery, safety and first aid measures, use of insecticides and pesticides, survey techniques, use of microscopes, forestry management, and conservation techniques.

Planners should be aware of some of the potential barriers to implementing these projects: laws and regulations relating to the handling of insecticides and pesticides, the availability of costly equipment, permits and licenses which may be required, insurance coverage, child labor laws relating to certain kinds of equipment and machinery, and regulations relating to the sale of products turned out by the projects (such as firewood).

The benefits to communities from such projects are relatively obvious and include: greater recreational opportunities, increased tourism, economic stimulation, protection of crops, elimination of pests, greater safety, modern public facilities, low-cost food, and a general raising of the level of community pride.

Youth benefit from exposure to constructive outdoor activities, some useful training, and the pride of helping improve their communities. The horizon for environmental careers is vast and expanding. The restoration and protection of our environment will require an enormous range of specialists, from wildlife attendants to sanitary engineers, from operators of pollution control equipment to soil conservationists. The demand for various kinds of technicians, educators and researchers in this field, for example, is expected to reach 1.5 million in the next year or two. Employment opportunities in the environmental field are opening up not only in State and Federal governments but at the city and county level, in private industry, and in research institutions and laboratories.

Cocheco River Cleanup (New Hampshire) (67, pp. 197-200)

A project to improve the use of the Cocheco River by cleaning up 17 miles of shoreline and seeding and grading the river banks. Basically a summer program, the project will be funded by CETA Titles I, III and VI. Title I funds will be used for training in the use of chain saws -- youth will be excluded from this training. Title III funds will be used to employ summer youth enrollees (the number has not yet been determined). Title VI funds will support 42 laborers and 5 crew supervisors. The cleanup activities will include removal of debris and litter, cutting and removal of brush and trees, as well as grading and seeding of the river banks. Fallen trees taken from the river will be traded for needed materials from lumber yards.

In addition to the cleanup activities, there will be an educational campaign which will show area residents the benefits of keeping the river clean. The local newspaper has agreed to run a regular column on the progress.

Cooperation from conservation groups from the beginning of the project is necessary as is cooperation from community organizations, agencies and civic groups. Because of the expense involved in obtaining the needed equipment, these groups may provide funding or donations. Permits must be obtained from the landowners. The need to consult with the U.S. Army Corps of Engineers, work with the State Fishing Authority, and the development of linkages with private groups and the participating towns, means a lead time of several months for the necessary preparations to be made.

Back River Cleanup (Baltimore County) (30, IV pp. 7-8)

Nine participants worked to remove 400 tons of debris and refuse from the river basin and restore one and a half miles of shoreline to a natural beach. The workers were trained to operate backhoe loaders, dump trucks, power winches, chain saws, power hand tools and other such equipment. Often, use of the equipment was limited by the inaccessible nature of the shoreline and the river basin. It was necessary at times for the participants to work in swampy areas with unsure footing. The project provided a needed service which otherwise would not have been done. The project involved the cooperation of other agencies to carry out related aspects of the program. For example, the Department of Sanitation conducted a community cleanup weekend with a special bulk item collection in order to alleviate illegal dumping of these items along the shoreline, and the Department of Public Works prepared a study for installation of a homeowners' pit site in order to provide a continuing disposal facility for the BAck River area. The project was short-run and labor intensive and had an immediate and discernable impact. It is a project that can be replicated in areas with polluted or debris-strewn ponds, streams, lakes, rivers or other small waterways.

Woodsland Improvement (St. Lawrence County, New York) (67, pp. 105-107)

Sixty-one persons were employed to thin and clean 1,000 acres of timberland over a period of seven months. There are ten crews in the field at all times, each crew has five laborers and one leader. A forester and the crew leaders mark the trees to be removed or treated. Required pruning or thinning tasks are then performed by the work crews. These activities include thinning pine plantations, releasing natural and plantation pine, thinning hardwood stands, pruning red pine and white pine for quality sawlog production and pruning white pine for blister rust protection.

Felled trees are cut into fuel logs which are sold to private suppliers and homeowners on a bid basis. Money received from the sale of the logs is used to maintain equipment, pay rental bills and buy oil and gasoline.

Administration of the project is done by the Soil and Water Conservation District. Technical assistance is provided by an experienced forester who is a CETA Title II employee of the U.S. Department of Agriculture, Division of Forestry. Payroll checks and reports are prepared by the St. Lawrence Community Development Program, Inc. CETA program participants are referred by the State Employment Service. The leaders of the work crews are responsible for providing on-the-job training to the enrollees. The enrollees are taught the use and care of machinery and techniques used in tree felling. During periods of inclement weather the crews attend workshops arranged by the Soil and Water Conservation District at which guest speakers discuss good forestry management, occupational health and safety practices, and employment opportunities in the forestry industry. Prime sponsors contemplating replication of this project may want to make policy decisions regarding who will be allowed to purchase or who will be the recipients of the fuel logs. Those deciding on sale of the logs are cautioned to be aware of and abide by DOL regulations concerning money-making projects.

Mosquito Control (Rockingham-Stafford Consortium, New Hampshire) (B67, pp. 13-16)

The primary objective of the project is to decrease the health hazards caused by the presence of mosquito breeding grounds to residents and livestock, and to promote tourism by making the area a more appealing vacation place.

There are 45 CETA positions including 33 field technicians, full senior technicians, and four lab technicians. The mosquito breeding grounds will be surveyed and mapped, and after location of infestation sites, samples will be collected. Water samples which contain larvae,

and live adult mosquitos will be collected. The samples will be returned to the laboratory and analyzed by the lab technicians for species determination. After the species have been identified, the proper insecticides can be selected and the field technicians can begin spraying the breeding areas. In succeeding years the same areas will be resprayed.

The project is administered by the County Cooperative Extension Service which has worked with several local townships in mosquito control for several years. There is a long phase of organizing and detail planning to be considered. Experts trained in entomology are needed to plan the field and lab work and to train the technicians.

The four lab technicians will be trained to use microscopes. This training will assist them in finding employment in private industry doing other kinds of quality control work.

The five senior technicians will be trained in survey techniques, use of report forms, and project logistics. Demonstration of leadership ability is a must since they will oversee the work of the field technicians. Their experience and training could lead to employment with local towns to continue in mosquito control work.

The thirty-three field technicians will be trained in mosquito control. Some teams will also be taught to use insecticides. These skills will qualify them for insect control jobs in private industry as well as with the towns.

This project established important linkages with the University of New Hampshire which is supplying microscopes and other equipment for the project. Other projects may be able to borrow equipment from schools, health agencies, hospitals or private research centers.

Alpine Creek Flood Control and Green Belt (Texas) (67, pp. 73-75)

The Alpine Creek Flood Control and Green Belt project will stabilize the channel, reinforce creek banks to prevent flooding and erosion, and develop the unsightly area along the creek as a green belt and recreational area. It will relieve the threat of periodic flash flooding and reduce breeding places for rodents and other pests. Most of the construction work will be done by 20 CETA workers including 16 laborers, two semi-skilled workers, and a clerk. The laborers will learn basic construction skills and work habits. Actual construction will consist of lining the creek bed and banks with concrete and gabions. Training and overall supervision will be provided by Brewster County and the City of Alpine employees. The clerical positon requires general office skills, It is likely that the clerk and some of the laborers can be transferred to the city payroll after the project is completed. The project is trying to set up night classes so that CETA workers can achieve a GED certificate. As they are hired, workers are encouraged to take advantage

of these classes. The project is supplemented by six county and three city workers and the Southern Pacific Railroad will supply three heavy eqipment operators. Projects of this type require careful engineering and design which will prevent delays in implementation. It is not possible to skimp on engineering if the project is to be a success.

To increase the chances of the participants being absorbed in local jobs, funding should be sought from a consortium of state and local agencies. Other linkages have been formed with the Police Department which supplied photographs of the area to demonstrate the need for flood control, the Southern Pacific Railroad and the local college which supplied tools and equipment.

Rodent Control Program (Boston, Mass.) (148, p. 12)

Summer program. Fifty young participants assisted the City's environment Improvement Program for rodent control. Participants cleared refuse, plugged burrows, and distributed information on how to get rid of rats.

Clatsop Fish Production (Oregon) (67, pp. 161-164)

Four CETA participants are working with personnel from the Oregon Department of Fish and Wildlife to plant salmon eggs and fingerlings in identified areas, construct additional rearing ponds, survey the watershed for other pond sites, and establish artificial spawning beds. The program will have long-term economic impact on the fishing and fish processing industries in the county. At the end of the project participants are expected to get jobs in local fish-related industries. It is estimated that there are over 150 geographic areas in the Pacific Northwest alone that have the natural environmental conditions to sustain this type of fish production project. The approach could also be adapted to meet the needs for improved production of other types of fish in lake and coastal regions outside the Northwest.

Vegetable Gardens (Greenfield, Mass.) (123, p. 6)

Participants maintained vegetable gardens on county land. The produce was given away free to low-income families, or delivered to senior citizens' centers and non-profit day care centers. Availability of type and quantity of produce was announced weekly in the local paper.

Otter Tail Trails Association (Minnesota) (67, pp. 57-60)

Fourteen participants hired to develop a system of trails for snowmobiles and for cross-country skiing in order to increase winter tourism in an area which is a popular summer resort. Participants

work in crews to clear away brush and cut down trees. Crews also put up trail markers, and stop signs and install gates and gate posts along the snowmobile and ski trails. Participants are taught safety precautions in the use of chainsaws and how to properly fell trees. Increased use of the area by snow-mobilers and cross country skiers would enhance businesses such as the hotel-motel trades, restaurants, stores, shops and gas stations, and in general, provide a stimulus to the local economy. Government funds were used to buy necessary equipment to comply with OSHA requirements, including hardhats, boots, luminous vests and earplugs.

Transportation was a problem because of the rural location. Crew members were responsible for getting to work on time and were reimbursed for mileage. Supportive services such as physical examinations were also provided.

The project has no formal placement service but during the first six months, 19 out of 24 employees were able to get jobs. Linkage with the Minnesota Department of Tourism, the State Department of Natural Resources, local snowmobile and ski clubs, other sports clubs and civic groups helped make the program a success. When Federal Government funding ends it is expected that state funding and support will continue until the project becomes self-sustaining.

Witchweed and Fire Ant Control (North Carolina) (67, pp. 81-83)

The project will employ 74 participants to assist in locating and controlling witchweed, a parasitic plant that attacks crops such as corn, sorghum, sugar cane and rice; and the fire ant, a stinging insect that attacks humans and builds mounds which damage equipment and interferes with crop harvesting. There are 18 counties in North Carolina where witchweed is believed to exist. Survey crews will be dispatched to the area to plot the location of infested sites. Crew chiefs will be assigned to each of the 18 affected counties and different size crews will be assigned, based on the geographic size of the county.

To control the fire ants the participants will organize into two-person teams to work in a four-county area where fire ant infestation is most serious. Teams will identify, plot, and treat individual infestations on public property, and advise individual landowners on proper treatment methods for infestations on their property. School grounds, playgrounds, and recreational areas, will be given priority in surveying and treatment as well as other similar areas where public exposure to fire ants is most likely.

Training for the crews working on either the Witchweed Project or Fire Ant Project will be provided by the North Carolina Department of Agriculture. Both crews will be given instruction in locating

infestation sites. Actual treatment and control of the witchweed will be done by the United States Department of Agriculture Animal and Plant Health Inspection Service but the fire ant crews will be instructed in the safe handling and application of chemicals to control the fire ants. Participants have to be in good physical condition. Crew supervisors must have some leadership abilities. Few problems are foreseen with a project of this type, however, it is necessary for the operating agency to be experienced in controlling plant and insect pests. It is important to provide adequate instruction to trainees regarding the usage of toxic chemicals to control insects or plants.

Clean-up and Beautification (New Jersey) (148, p. 14)

Summer program. Seventy youth spent one month in a clean-up project to remove debris and restore the contours of beaches disturbed by storms along the Jersey shore.

Shellfish Rehabilitation (North Carolina) (67, pp. 185-187)

Seventeen participants will be employed by the State Division of Marine Fisheries and trained in the use of special equipment in order to move 70,000 bushels of oysters and clams from polluted to non-polluted waters. One participant will be chosen as the project supervisor and four will act as crew supervisors. Special skills are not necessary. On-the-job training will be given by the State Division of Marine Fisheries which will consist of instruction in the use of special equipment used to scoop the shellfish from the waters and load on barges.

The Division of Marine Fisheries will provide barges, equipment, and technical supervision necessary. Later, the newly established shellfish beds will be subject to commercial harvest, and people in the project will be able to obtain regular employment. Coastal areas dependent on the shellfish industry would have a higher success in replicating this project. The principle, however, may be adaptable in other areas that could benefit from some type of crop relocating. Or it may be applicable to other industries or situations where crops or animals are endangered by unhealthy environments. It is suggested that relocation projects often work best when done over a short period of time, the operations are seldom very technical and can employ large numbers of unskilled persons.

Urb Growers (Cincinnati, Ohio) (12, p. 19)

Youth 14-21 years of age were employed to work in five vegetable gardens located in city parks and on private land. Youth grew, harvested and sold their crops and participated in the Carthage Fair as 4-H members.

Nature Trails Development (Monroe County, New York) (67, pp. 121-123)

Twelve participants employed as grounds-persons will be responsible for grounds-keeping, trail clearing, planting, and trimming. They will develop 80 acres of land, including five miles of nature trails and boardwalks, and construct rest spots, shelters, signs and litter baskets. Seventeen acres of trail plantings, food plots and wild flowers will be established. Braille descriptions and audio materials will be provided for the blind, handicapped, and aged. Crew leaders will supervise and provide on-the-job instruction.

SOCIAL SERVICES

This is the largest of all the project areas and also offers the most diversified activities aimed at the broadest spectrum of the disadvantaged and needy. Social service agencies, both public and private, have been seriously affected by poor economic conditions such as a shriveling tax base and cutbacks in donations and contributions while, at the same time, the numbers of people needing services is increasing because of higher rates of unemployment, inflationary inroads on fixed incomes, and other factors.

Work experience projects enable agencies to supplement existing services, provide new services, and increase their efficiency.

Because of the wide diversity, we have developed four separate areas of social services based upon the type of target population: (1) social services to children; (2) social services to youth; (3) social services to the aged, homebound and handicapped; and (4) social services, general.

While each area has certain different elements and requirements, there are many generic similarities.

Before taking on youthful participants, agencies need to define their functions and identify service needs. Included in this is the limited time frame of projects--usually one year--in which to achieve the goals of meeting community needs and providing benefits to the participants. Care needs to be taken that the goals set are reachable in the time period. Moreover, thought needs to be given as to how services will be continued once the project ends; recipients of services may become dependent upon them and then may be suddenly cut off when the project ends with no place to turn.

When a new service is established by an agency with no prior experience with that service, a good deal of trial and error is gone through, often at the expense of the first participants. Certain projects may require a gradual process of implementation rather than emerging full-blown.

Some projects may tend to duplicate or overlap services and programs already in operation leading to confusion of goals. It is easy in these instances to view youthful participants in terms of organizational need and to overlook their work and career needs.

Introduction of new personnel into a system can lead to problems with existing employees. In a field dominated by a profession (social work) still seeking its own boundaries and areas of exclusivity, there can develop a certain amount of defensiveness on the part of existing staff and an unwillingness to relinquish certain functions. Many may

feel that the projects are a threat to service standards, that the participants are not sensitive enough to the needs of the clientele, and that they may be intolerant of handicaps and unable to communicate appropriately. The disadvantaged status of the youth may be coupled in the minds of professionals and program administrators with inadequacy, unreliability and delinquency. Youth, in turn, may interpret these doubts about their abilities as expressions of resistance to change and the maintenance of themselves as second class citizens. This is especially prevalent in projects which appear to youth to provide "menial" jobs. For example, a project which provides home-care services for the elderly, if not carefully structured, could be interpreted by youth as simply a glorified maid job.

The importance of properly motivated supervisors is therefore paramount. They not only need expertise in human relations and in the area of service, but also must be able to communicate with and guide youth. Both supervisory and line staff of the sponsoring agency should be involved in the planning of the project and in the training of the participants. Adequate time should be provided for staff development.

For youth, certain precautions taken in advance will help convince them of the project's viability. First, they should be paid on time; an emergency system should be established to pay participants when and if the regular system breaks down. Arrangements for necessary transportation to and from project sites need to be made. The right kinds and amounts of supplies and equipment need to be readily at hand. Most of all, the worthwhileness of the project must be conveyed to the youth.

Civil service systems, unions, professional associations and government agencies need to be involved in the planning and implementation of projects. Projects which sell goods or services need to get the required permission and permits; they may have to hire a staff person with good sales experience.

Most projects in the social service area are labor intensive; but are not as highly visible as projects in some of the other areas. A planned public information program can make projects more visible and attract community support.

Human service projects can provide youth with experience in a growing field and can lead to a variety of regular jobs and careers.

1. Social Services to Children

Marin County Child Abuse (Marin County, California) (67, pp. 165-168)

The aim of this project is to permanently reduce the incidence of child abuse and neglect and improve services to abused or neglected children and their families. The project will employ 31 family aides and homemakers, who along with professionals, will be part of child abuse teams that will accept referrals from city agencies, law enforcement agencies, and professionals. All project participants undergo a two-week training course consisting of a basic introduction to employment in the public sector, followed by an intensive series of sessions dealing with all aspects of child abuse and child protection ranging from community education to direct relationships with parents.

Participants will gain experience in child care, homemaking and other personal service occupations offering a reasonable opportunity for employment following completion of the project. The participants should be able to serve as role models for the parents of abused and neglected children. In implementing the program the project should: be publicized as much as possible to reach potential clients; increase community awareness of the problem; and effectively coordinate the efforts of cooperating agencies and community organizations.

Welfare Aides (Washington, D.C.) (53, pp. 12, 161)

Thirty-one participants were trained to work with children as aides in the Welfare Department in two counselor positions where entry qualifications were redefined. Tasks included accompanying groups of children on work details, leading recreational activities, teaching activities of daily living and assisting on excursions. Training included orientation, field work and on-the-job training.

Cultural Enrichment (Arkansas) (148, p. 13)

Summer program. Five hundred young participants were assigned to eight camps and assisted in arts and crafts, field trips, hikes, fishing expeditions, sports and games.

Day Care (Santa Cruz, Calif.) (104)

CETA participants hired to work in day care centers with children from infancy to 12 years of age. Formal and on-the-job training provided by centers and a local college. Easily replicable in most communities.

Emergency Caretaker Services (Nashville, Tenn.) (74, p. 22)

Participants are trained and assigned to go into homes to provide responsible care and supervision for children in crises, especially when parents are absent or incapacitated. Care is provided for a few hours until a more permanent arrangement can be made. Can lead to child care jobs.

Farish Street YMCA Day Camp (Jackson, Mississippi) (67, pp. 149-151)

The project is a summer day camp for 300 disadvantaged children ages 5-13. The camp which lasts for 16 weeks provides constructive and interesting activities for the children. Twenty program participants (many of whom were AFDC recipients) were hired as paraprofessional camp counselors at the rate of $125 per week for 20 weeks. Although the children attend camp for 16 weeks, the counselors attend two weeks of pre-camp training and preparation, and two weeks of post-camp evaluation and wrap-up. An additional six summer youth enrollees will assist the counselor. They will earn $2.30 per hour and will work for 12 weeks. Counselors participate in all scheduled children's activities including crafts, swimming lessons, sports and field trips. Each participant is responsible for 15 children maintaining attendance and other necessary records, preparing materials, and helping with necessary maintenance of the site.

A project of this type needs thorough advance planning. Efforts need to be made to encourage the cooperation of parents and community groups. Details on enrollment, schedules of activities and types of activities need prior determination. A thorough equipment list with costs must be compiled early in program planning. Replication may be undertaken by community groups or a city recreation department. Local businesses and individuals may be persuaded to donate equipment and time to the program.

Child Day Care (Washington, D.C.) (53, p. 12)

Ten participants were trained and placed as assistants to staff of day care centers. Training included OJT, specialty instruction, remediation, and assimilation of values and expectations of the world of work.

Emergency Homemaker Service (Nashville, Tenn.) (74, pp. 24-26)

Participants are trained and assigned as emergency homemakers in order to maintain the family as an intact unit. Participants are available for 24-hour assignments to maintain children in their own homes until the parent is able to resume their care or until another course of action is deemed necessary. Participants work closely with case workers. Can be adapted for youthful participants.

2. Social Services to Youth

Youth Advocacy (St. Joseph County, Indiana) (133, pp. 6-26)

A self-help, "Youth Helping Youth" project involves youth in working with institutions in the community to make them more responsive to the needs and interests of all youth. Participants work as field service agents in schools, local government agencies, social agencies, etc., interpreting change and providing direct services. Youth with juvenile records ride school buses and patrol school athletic events deterring vandalism and preventing violence. Participants also man a team clinic and an alternative juvenile referral program for first offenders and their families. Highly replicable.

Outreach '76 (Baltimore) (30, IV, pp. 33-34)

The YMCA of the Greater Baltimore Area employed 16 community workers at various locations to provide intensive small group counseling for more than 180 youth, 13-17 years of age, who were referred by the police, juvenile services, or schools for problems of truancy, lack of motivation, resentment of authority, broken homes, and inadequate supervision. The participants met with groups of 10 youth three nights a week for three hours a session. In addition, they were responsible for visiting the schools and homes of the youth, and conducting a basketball program. May be useful jobs for slightly older youth.

Counseling Intern Program (Washington, D.C.) (53, pp. 215, 232)

Trained 15 disadvantaged youth as subprofessional group leaders, counselors, trainers, or as supervisors of groups of entry-level trainees in "new careers" programs. Training took place over a nine-month period and included classroom instruction, field work, and remediation.

Youth Career Development (St. Louis, Mo.) (154)

Ten youth, selected and trained in peer counseling, job development, and placement techniques, were placed in State Employment Security offices to provide employment-related services to 3,300 16-21-year olds. Spoke at job fairs, schools and business organizations in an outreach capacity. Contacted local employers to create more demand for young workers. Persuaded many youth to return to school. Good project for older youth.

Summer Outreach (Alachua County, Florida) (67, pp. 17-19)

About 1,600 specially identified high-risk students having problems in areas such as truancy, tardiness, discipline, abuse, need for social agency assistance, etc., will be sought out and efforts will be made to establish closer relationships between these students, the schools, and the parents. Eighteen social worker aides will be employed by the project; job requirements are ownership of a valid driver's license or access to transportation, good work habits, the ability to write case reports and to handle personal confidential information, and a good knowledge of local geography. The project will run for six months. During the first two months the high risk students will be identified and learn of the program. At the same time, social worker aides working as special school representatives will begin to establisn a rapport with the students. Throughout the summer months the aides will schedule home visits at times convenient for the parents of the identified students. These home visits will be structured to discuss and deal with each student's specific problem in a positive way, obtaining cooperation from the student and parents both. A minimum of three visits will be made with each family. Every social worker aide is assigned a maximum of 50 students. When school reopens for the fall semester the aides will continue their home visits and reinforce and put into effect the plans made and agreed to during the prior months. For the remainder of the project the social worker aides will be assigned to a specific school and will be supervised by a school counselor on a one-to-one basis. Aides will be trained in how to discuss problems in a positive way with students and parents, community resources and referral procedures, child abuse and neglect, and home-school liaison.

The training received by the participants will increase their employability potential. The effectiveness of a project of this type may be improved by extending the duration of the project to provide more time for followup.

A project of this type is suitable for and could easily be repeated by both large and small prime sponsors. Because of the nature of the project and the target group served, the local school board in each community is probably best equipped to administer the project. Care needs to be taken in selecting the program participants. They will need to be able to work with a variety of people, to exercise good judgment, and to work without full-time supervision.

Recreational Group Leaders (Washington, D.C.) (53, pp. 237-238)

Six participants were trained as group leaders to help youth learn to make meaningful decisions and be able to interact with others in the context of group decision-making processes. Used sports, other physical activities, and group work techniques to get points across. Trained in sports, games, and supervision on the job and in formal classes.

Community Employment (Iowa) (148, p. 14)

Summer program. Thirty-four youth were hired to promote community summer jobs and to recruit other unemployed youth. The participants appeared in local radio and television stations, and talked to local businesses. Secured 3,000 summer job pledges from business and industry.

Peer Group Counseling (Washington, D.C.) (53, pp. 195-213)

Ten youth were trained to work with their peers through utilization of group and individual counseling techniques and to provide them with skills and coping mechanisms to change the lives of poor youth. Tasks included small group leadership, individual counseling, accompanying groups on trips, maintaining equipment and supplies, keeping records, writing reports, and planning activities. Three-month training program included on-the-job training, orientation, remediation and class work.

Emergency Shelters for Adolescents (Nashville, Tenn.) (74, pp. 30-31)

Participants staff an emergency shelter for older children for a two-week period, and treatment services for up to one year. Deal with problems of runaways, drug users, neglect, abuse, or family crisis.

Youth Employment Workers (New York, N.Y.) (80)

Sixty participants were trained as non-professionals in youth employment programs. Combination of classroom and on-the-job training for 12-week periods. Training consisted of communication skills, special needs and problems of youth, dealing with professionals and agencies, and placement in a youth-serving agency for OJT. Led to paraprofessional jobs in social agencies.

Youth Sanctuary (Anne Arundel County, Md.) (30, IV, p. 42)

Two participants, one in maintenance and one as a cook coordinator were employed by the Youth Sanctuary, a group home for 25 adolescent males with behavior problems. The maintenance man enabled staff to devote more time to the youth rather than taking time to make minor repairs on the three houses operated by the agency. Helped meet local health regulations. The cook coordinator relieved staff of all the shopping duties. Quality and quantity of food improved but costs of food per child did not rise because of good menu planning, bulk buying and home food preparation and cooking. Involved some of the youth in these tasks. The presence of these participants enabled the agency to remain in existence and even improved services. Parts of these jobs can be adapted for youthful participants.

Counseling Service (Washington, D.C.) (53, pp. 161-194)

Participants were males with poor school records, delinquents, or youth with criminal records and limited or no work experience. They were trained to work with delinquent and dependent youth in several institutions, observing and noting signs of unusual activities, maintaining cottage inventories, escorting clients, orienting new residents, and providing safety and security measures. Training included field work, OJT, and classes in behavior management.

Ex-Offenders as Counselors (Union County, New Jersey) (67, pp. 53-56)

The project involves the selection and training of six ex-offenders to serve as counselors to junior high school youth who are habitually truant or exhibit deviant school behavior and are regarded as potential dropouts. The aim is to present a big brother-big sister image and at least one or two of the counselors will be women. When training is completed, counselors will be assigned to work with the students on a one-to-one basis and with their families. It is the counselor's job to try to buy time to develop a trusting relationship and persuade the youth to stay in school. This relationship, it is hoped, will develop in such a way as to provide the youths with a look at an older, wiser, individual who has made mistakes they can avoid. Other duties include reporting to the central office daily, keeping logs on the contacts they have made and the details of meetings they have with students and parents, and sharing their experiences and mutual problems in group meetings. When severe problems are identified, the counselors will refer the youth to professional staff in the schools.

Summer activities will provide the counselors with an opportunity to meet and learn about the problems of many of the students, some of whom the counselors will work with once the project begins. Projects of this type are highly individualized and tailored. Project planners feel that success will be highly dependent on the selection of the counselors. The character of the participation of the schools is important, the schools must be willing to test out the validity of the hypothesis that ex-offenders can be useful counselors to troubled students. The schools must also be prepared to assign a responsible member of the faculty to the project and to allocate time needed to give the project a full and fair trial.

3. Social Services to Aged, Homebound and Handicapped

"Ride On" Program (Howard County, Md.) (30, IV, p. 37)

Three participants became drivers in the Community Action Council's "Ride On" Program, a demand-activated transportation system for the elderly, the handicapped, and low-income residents with no other means of mobility. Over 1,500 people were transported to medical facilities, social services offices, community service agencies, senior citizens group-meal sites, and grocery stores. The availability of the workers was "the sole resource that enabled us to continue and expand the 'Ride-On' Program."

Rural Home Care Aide (North Carolina) (67, pp. 29-32)

This is an on-going project that trained 40 home care aides to care for the aged, handicapped and disabled persons in their own homes.

The training program consists of four weeks of orientation to the world of work and personal and career counseling, followed by 120 hours of theory in the OIC classroom and 120 hours of clinical training in nearby hospitals. Students are given enough training so that they may function in a hospital setting (as a nurse's aide) or in a person's home and are taught how to improvise in the home when hospital and clinical equipment is not present. There is also instruction in the basic characteristics and needs of the aged and disabled including dealing with the terminally ill.

After training aides will be employed for six months, each aide will be assigned two patients. Duties include house chores, medical assistance, scheduling and accompanying patients to and from appointments. The home aides are supervised by two R.N.'s. Opportunities Industrial Center (OIC) is providing a full range of supportive services to the participants such as personal and career counseling, job placement activity, referral to higher learning, transportation and day care.

Upon completion of the training and home care experiences, the participants will be able to obtain jobs in the local hospitals, nursing homes, or with the county social services and health departments. A project of this type is highly dependent on a satisfactory training program. Those prime sponsors considering replication should be able to link the project with a nurse's aide training program.

Meals on Wheels (nationwide) (9)

Provides nutritious food once a day to people who can neither cook for themselves nor leave their homes, mainly the poor and handicapped aged. Interviewers visit homes to determine eligibility for the project and uncover other needs which need referral. Easily replicable.

Home Services to the Elderly (Baltimore) (30, IV, pp.17-18)

Four participants visited homes of elderly who had been hospital in-patients or out-patients to aid them in obtaining supplemental security income, medical assistance or medicare, food stamps, meals on wheels service, medical transportation, visiting nurses, or placement in nursing homes. Six other participants aided elderly, who had no direct contact with a hospital, with financial and health needs. Could lead to paraprofessional community or social service aides.

On-Lok Senior Health Services (San Francisco, Calif.) (67, pp. 41-44)

This program is designed to locate, repair and distribute on a loan basis to the elderly poor and the handicapped, wheel chairs, walkers, canes and other similar aids. The project also provides telephone reassurance (bi-lingual) and home visitation services. While the program will start with four enrollees, one purpose of the project is to determine the potential for program expansion. Two enrollees, driver technicians, will collect, repair and distribute the aids for the handicapped and elderly. They will also transport the elderly to and from the medical facility, and work with the physical therapists in treating patients and making minor repairs and alterations in the homes of the elderly. Requirements are ownership of a valid driver's license and some ability to use tools. Two to four hours per week of training in woodworking will be provided by a community college. A social worker aide will work with participant volunteers in the operation of the telephone reassurance and home visitation program. A research assistant will work with the agency discharge planners and elderly participants in surveying the need for the services provided by the program, and on other research programs. The social worker aide and the research assistant will receive training in social work skills. The research assistant will also receive on-the-job training in computer processing, interviewing techniques and program evaluation. Similar projects could be adapted to almost any community but would be easiest to implement in large metropolitan areas having a concentrated number of elderly and/or handicapped persons.

Telephone Reassurance Services (nationwide) (110)

A nationwide service operating under many names such as Telephone Reassurance, Daily Hello, Care Ring, etc. The basic concepts are checking on elderly and/or homebound clients at a designated time, seven days a week, and contacting responsible persons or agencies if a call is not answered. Some projects provide referral services, conversation, daily news or media programming. Training may include the psychology of elderly people, emergency plans, the tasks which need to be done, telephone techniques, etc. Highly replicable.

Legal Services Programs (California and Washington, D.C.) (137, p. 20)

Participants, under supervision of a lawyer, provide information and assistance in such areas as tenant organization, consumer information and assistance in such areas as tenant organization, consumer information, and legal counseling at senior centers and nutrition projects. Also provides advice on public benefit programs to the poor and elderly and assists in representing them at hearings when they are appealing a decision by a benefit program. Training is both on the job and week-long seminars every three months. Can lead to paralegal jobs.

County Older Residents Program (St. Louis County, Missouri) (67-pp. 137-140)

The project is an outreach and service program for older residents. Sixty neighborhood coordinators are employed at $2.85 per hour. Their duties include provision of services, information and referral in such areas as transportation, health, housing recreation, education, employment, legal information, home help, etc. The potential range for service is open-ended and program elements can be added or deleted as funding permits. Coordinators are scheduled to work 20 hours and each recruits a team of volunteers, matching volunteer skills and services with the needs of senior residents requesting services. Much of the training is on-the-job but there are formal training sessions in the availability of community services and methods of coordinating volunteer activity. In addition, coordinators participate in the elderly advocate training program. The program is linked closely to other organizations and agencies such as the Mid-East Area on Aging, the County Department of Health, and the Department of Human Resources. Early establishment of cooperative linkages and arrangements with agencies that provide services to older residents is essential. It is also very important that the promise of service delivery not be conveyed before the mechanisms and procedures for the delivery of that service are fully established and tested. Program elements such as groceries on wheels, neighborhood security, and escort services can be added when the proper foundation is there to sustain them.

Food Stamp Program (Baltimore) (30, IV, p. 36)

Sixty participants were employed as interviewers--half assigned to a special SSI unit for the elderly and disabled and half assigned to social service centers throughout the city--to reduce the large backlog of applicants for food stamps. The overall effect of the project was to eliminate the backlog completely and end the waiting period for intake which used to average 46 days. A service needed by almost every community.

Geriatric Aide Program (Washington, D.C.) (53, p. 12)

Ten youths were selected and trained to work at homes for the aged, providing assistance in the office as well as planning recreational programs and supervising recreational periods. Can be very useful project bringing youth and older people together.

Project FIND (Pinellas County, Florida) (9, p.3)

Participants were hired to seek out the aging poor in order to determine their needs and provide them with assistance. They assessed local programs and services available to the aged, involved the aged in self-help and social action activities, and provided nutritious meals to the elderly. Highly replicable.

Mini-Markets (Marion County, California) (67, pp. 9-12)

Four participants work with volunteers to establish a system whereby older adults can purchase fruits, vegetables, cheeses, staples and dry goods at wholesale prices at Mini-Markets located at housing projects, senior citizen clubs and Title VII nutrition dining site. Participants drive trucks, select and buy produce, sort and grade produce, keep simple books, and supervise volunteers. Smaller and rural communities can replicate the project using 5 to 6 workers and one or two mobile market vans. Larger communities are limited only by the number of neighborhoods included on market routes and the availability of mobile vans.

4. Social Service General

Emergency Service (Nashville, Tenn.) (74, p. 19)

Participants provided coverage 24 hours a day, seven days a week, for an emergency telephone answering service. They screen calls and refer emergencies to case workers on call. The purpose is to provide intervention before neglect or crisis situations become irreparable.

Get to Work (Middlesex County, New Jersey) (67, pp. 177-179)

Six participants will be hired to provide a means of transportation for low-income persons when no public transportation is available to take them to jobs or training sites. Four participants will be trained and assigned as drivers of mini-vans. Two participants will work in the central office of the County Economic Opportunity Corporation doing dispatching, record keeping, and reporting. Availability of the service will be advertised, four mini-vans will service the people eligible for and needing transportation assistance. Plans of the project include encouragement and organization of alternative means of transportation such as car pools, and company-sponsored vans. Linkages with state and county agencies and transportation departments have been arranged. Administration will be through a county anti-poverty agency. The project can be replicated in urban or suburban areas, as well as rural areas that have inappropriate, irregular or no transportation services. It should be noted that in showing employers that the service being provided is beneficial to them, the employers may be more easily persuaded to establish company-sponsored buses or vans and in some cases refer employees with transportation difficulties to the service.

Projects seeking to replicate this service should consider the following questions: How long will a person be able to use the service? Will there be a maximum period of use? If a person finds a job but still needs transportation assistance, will the person remain eligible for service? Can it be determined when an employed person should be earning enough money to be able to pay for his or her own transportation and therefore be dropped from the service?

Manpower Services (Baltimore) (30, IV, p. 38)

Jobs were provided in the administration of the manpower program itself. Five participants were employed as Field Coordinators to provide counseling to other manpower enrollees. Provided counseling and other services such as job placement and monitoring the progress of the enrollees to 1,500 people. Need participants with some maturity.

Information and Referral (137, pp. 16-17)

Participants provide help in locating agency or organization best able to deal with problems of health, housing legal, financial, transportation, consumer and other problems. Can lead to social service paraprofessional jobs.

Food Service Training Program (St. Louis, Mo.) (4, pp. 39-43)

Developmentally disadvantaged youth who are not eligible for special schools and are unprepared for regular CETA programs are trained and placed in institutional food service settings. Youth are taught use of dishwashers, busing tables, and general kitchen maintenance. Also learn how to fill out job applications, balance a budget, and complete tax forms. Good model for youth with special problems.

Low-Income Family Food Co-op (Palm Beach County, Florida) (67, pp.189-191)

Twelve participants will be hired to design and put into operation a food cooperative to improve the purchasing power of low-income migrant and non-migratory residents

Participants will be indigenous to the area and will themselves be low-income individuals with a working knowledge of the poverty problem of the area. Ten support workers will staff two rented storefronts five days a week. Foods will be purchased at wholesale warehouses and occasionally directly from farms and transported to the storefronts. The co-op will be advertised on radio and T.V. Support workers will make a house-to-house canvas of families identified by the operating agency and will show the families how they can save money by shopping at the food co-operative. The transportation problem in this project is eased by the availability of a 17-car pool used by the operating agency and the county motor pool.

Legal problems arising in establishing a cooperative are being managed by four attorneys from the Urban League, who are donating their time. Prime sponsors are urged to start food co-ops on a small scale as the demand is generally difficult to judge, even in large communities. Legal and technical problems are part of the difficulties in implementing a cooperative. Bi-lingual support workers should be employed to deal with bi-lingual clients.

Teen Help--Youth Service Center (Orange County, Calif.) (133, pp. 19-51)

Trained volunteers man a 24-hour counseling and referral hot line to deal with crises of drug abuse, suicide, alcoholism, pregnancy, venereal disease, etc. Counseling in family relations is provided as well as encounter group therapy. There is also a youth employment program, crafts, theater, food drives and a temporary housing program for runaways. Can be adapted for youthful participants.

Social Health Technician (New York, N.Y.) (147)

Forty-one participants were trained and placed in hospitals and social agencies performing a variety of tasks including patient relations, home health visitations, and social service aide work. Training was primarily on the job with some formal classroom instruction in health techniques.

Unemployment Ombudsmen (Nassau County, N.Y.) (104)

Utilized CETA participants as advocates at local Unemployment Compensation offices to help local residents with bureaucratic red tape and information on benefits due them. Adaptable for older youth with some training required.

Food Stamp Outreach (Pinellas County, Florida) (67, pp. 69-71)

The project is an attempt to reach and service all families eligible for food stamps. Circumstances such as lack of transportation and ignorance of food stamp eligibility requirements have been probibitive factors for some families in applying for food stamps. Twenty-two workers will be trained to make door-to-door visits to advise persons of the benefits of the program and assist them in determining their eligibility. The project workers will also help the potential food stamp recipients assemble any required support material, prepare necessary application forms, and if necessary, make appointments, arrange transportation and accompany the potential recipient to the food stamp office. Outreach workers will be selected from the neighborhoods that research indicates have the highest density of nonparticipating eligible food stamp recipients, or where the greatest need for food stamp assistance has been identified. The workers will be given a package of informational materials, including blank application forms and an identification name tag or armband that clearly indicates their association with the program. They must be able to communicate openly and to secure the trust and confidence of the potential food stamp user. During the home visits the outreach worker will inform the families of other services available such as day care, transportation assistance, chore services, housing repair, community food and nutrition aid, senior opportunities and services, senior outreach, CETA work experience, legal services, etc. Referrals to these programs are made when necessary by the project workers. One problem in implementing a program of this type is that potential users are reluctant to give information concerning financial affairs. Therefore it is advisable that outreach workers be indigenous to the area, thus they may be better able to establish rapport and trust, since they may be known to the family, or are more able to identify with them. The project is easy to replicate, is a beneficial project with high labor intensity and little material costs.

Local Initiative Project (London, Ontario) (60, pp. 16-20)

Seventeen participants were employed in LIP sponsored by the Canadian government. Ten participants provided a maintenance and cleaning service and moving assistance to families identified as in need by local social service agencies. Five participants designed and made clothing for handicapped children for whom agencies and hospitals could find no commercial supplier. Two participants assisted low-income people in finding roommates to share living expenses. Participants were on unemployment insurance or welfare. Highly replicable.

United Planning Organization Aide (Washington, D.C.) (53, p.12)

Participants were trained to work in delegate agencies in UPO including consumer action, social work, youth, and newcomer program. They perform tasks such as interviewing, follow-up, telephone contact, leading group discussions, and keeping records. Training included field work, OJT, supervisory conferences, orientation, and remedial work to develop their skills.

Emergency Shelters for Families (Nashville, Tenn.) (74, pp. 28-29)

Participants staff emergency family shelters that provide temporary care for entire families rather than separating children from their parents. Provide casework services, referral, coordination and follow up. Can lead to paraprofessional social service jobs.

PUBLIC SAFETY

Public safety projects can take many forms including crime prevention, fire detection, crowd control, civil defense, diversion programs for juvenile offenders, probation and parole programs, restitution programs, home security, and a variety of data gathering, information-giving, and clerical support programs all aimed at protecting the public directly or indirectly. Indeed, employment programs, in and of themselves, have been attributed by some observers as having a crime-deterrent effect since potentially idle youth are kept busy.

Such projects are labor-intensive, although not as much as projects in some other service areas. However, if sufficient resources are available, large numbers of youth could be utilized.

In addition to CETA funds, support could come from the Law Enforcement Administration, the Department of Housing and Urban Development, local police and fire department budgets, state and local correction departments, probation and parole agencies, the courts, community groups, etc. Because of lack of funds, many programs are being staffed by volunteers.

It is important to establish linkages early in the planning stage with those agencies which will have direct or indirect responsibility for training, supervision, and employment. The more support which can be achieved, the better the program's chances for success. These agencies can be called on to supply equipment, transportation, and other needed resources.

Close supervision is required in these projects since many of the participants will be dealing directly with the public often around sensitive issues. It would be advisable to issue some kind of official identification: I.D. cards and armbands, uniforms, or name tags.

Training should be a combination of on-the-job training with formal training in human relations, technical aspects of the particular job, and a review of pertinent laws and regulations.

Some of the jobs under public safety might require a degree of maturity not found in many youths. In this case, it may be wise to concentrate on the recruitment of older youths (18-20 years of age) and the careful delineation of tasks to suit their abilities.

For many of these projects, the emphasis is on support positions, that is, taking certain tasks off the shoulders of police, firemen, probation officers, and others. However, each project would have a significant impact on public safety in the community. These projects are needed in every community, large or small. Some of them are aimed

at direct services to the community and some are aimed at indirect services such as lowering recidivism rates by providing services and support to offenders which hopefully would lead them away from criminal activities. In all of these projects it is advisable to have an intensive publicity program to inform residents about them.

Youthful participants would be engaged in activities in which they could see the impact of their work, sometimes in very dramatic fashion. Public safety projects could lead participants into regular jobs or encourage them to seek the necessary academic credits to qualify for such jobs. In some areas, participants should be bi-lingual.

Lawrence Fire Prevention and Control (Massachusetts) (67, pp. 65-67)

Five participants patrolled areas designated as high-risk districts and visited homes and apartments to inspect them and point out fire hazards to the occupants. They taught people how to eliminate hazards and walked them through an evacuation procedure and conducted family fire drills. They also gave presentations at fairs, schools, and supermarkets on how to prevent fires. Participants received 100 hours of training in fire detection and fire patrol techniques, fire prevention, evacuation procedures and Spanish language instruction. Training was conducted by the Public Safety Office in cooperation with the Fire Department and the National Association of Fire Prevention. The participants were given special identification and uniforms. In order to inform the residents of the special program and to enlist their support for the fire prevention activities, a community relations specialist coordinated a community publicity campaign. Students who had viewed the special demonstration in the school were given leaflets to take home to parents and relatives. Posters were displayed in various community buildings and businesses, and articles concerning the program were printed in the local newspaper.

Development of the project was due to the outbreak of several serious fires occurring in certain areas in the city leaving many people homeless and many businesses destroyed. The Lawrence project had the widest community impact and is easily replicated with the community and the CETA participants sharing equally the benefits derived from the program.

Juvenile Services (Anne Arundel County, Md.) (30, IV pp. 40-41)

Eight participants were employed, six as casework assistants and two as probation counselors in the County Department of Juvenile Services. Four of the casework assistants were assigned to the probation department with an average caseload of 40 juveniles. They also staffed a new program as assignment officers for post-court interviews of new probationers. Two casework assistants were assigned to Community Arbitration, one providing assignments to volunteer workers, counseling, restitution, and educational programs to a total of 125 youth. The other

was employed as a research assistant who interviewed 130 juveniles and prepared information for recidivism studies. The two probation counselors were assigned to the Intake Unit. By instituting evening hours, parents were not forced to miss work and children did not miss school. Handled 245 referrals with over 300 interviews. Quality and quantity of all services was improved. High maturity level required. Parts of project may be adapted for youth.

Crime Victimization and Attitudes Survey (Fort Worth, Texas) (67, pp. 190-112)

Ten participants, employed as survey takers, will be trained to administer questionnaires, use telephone survey techniques, and deal with various problems involved in a survey. Participants will work in teams visiting households and interviewing residents to determine their experiences with crime and their attitudes toward police services. Participants will compile the results and help prepare the data for analysis. The results will be used to help police provide more appropriate manpower allocations to neighborhoods, improve police-community relations, and orient police services to neighborhood needs. Participants also inform residents about marking their valuables with identification numbers and registering the numbers with the police.

There is some concern that the personnel available under CETA may not be ideally suited to conducting a neighborhood survey. Others are convinced that qualified CETA people could be found and that they would be able to conduct the survey after initial training. The University of Texas and the National Council on Crime and Delinquency will assist in developing the survey questionnaire and provide a training program for the survey takers. The program is particularly suitable for urban areas, especially high risk inner cities.

Citizens Probation Authority (Kalamazoo, Michigan) (60, pp. 61-69)

One of 150 programs operating throughout the country, it is designed to reach persons who have committed non-violent, property-related crimes by diverting first offenders or "non-patterned" offenders from the court system to a structured probationary term. Volunteers serve as role models. Special programs deal with first offender shoplifters on a "one-shot" basis, and family visitors help poor families become self-sufficient. Offenders are referred by the Office of the Prosecuting Attorney and the workers meet with the offenders individually and provide needed support, encouragement, suggestions, information, and arrange for transportation, special classes, tutoring, and other school-related services. Lack of sufficient funding causes reliance on volunteers whose turnover rates are high. This seriously undermines program plans.

Pre-Trial Release (Baltimore) (30, IV pp. 21-22)

Twenty-one participants were assigned to the Pre-Trial Release Division of the Supreme Bench in Baltimore as investigators to interview defendants in criminal and traffic cases in order to recommend bail to judicial officers. Relatively high level of communications skills required.

Upgrading Home Security for Elderly and Low-Income Residents (Portland, Oreg.) (67, pp. 21-24)

This project utilized unemployed veterans as its participants but the project is easily replicated and very suitable for youth because it requires a limited amount of skills and very little previous work experience. The goal of the project is to upgrade home security for elderly persons, low-income families, and other persons residing in two key high-crime areas, while providing income, work experience and training for unemployed, low-income people. Seventeen participants were hired to install locks and other security devices. The project has a 28-week duration; Veterans Employment and Training Service (VETS) of Oregon, Inc. provides counseling, training and other supportive services for project participants. An initial survey of homes in the designated areas is done by the Police Department and the Crime Prevention Bureau. Job orders are written specifying the kind of security equipment and work needed. All work is cleared with the tenant or homeowner before installation begins (about $90 worth of equipment and $200 worth of labor go into each work site). The program participants are deployed in such tasks as installing dead-bolt locks on front and back doors, locking devices for accessible windows, and gratings on basement or other lower windows. All participants will develop some transferable job skills and gain experience and a job reference that can be used in seeking outside employment.

In addition, ther are four project leaders who gain skills in supervision and dealing with homeowners and tenants. These skills are generally transferable to maintenance situations in private industry. The installers gain skills in working with tools, making minor home repairs, and safety checking. These skills can be applied in service industry jobs at the entry level. The program is advertised by the members of neighborhood associations who distribute brochures explaining the program. Security hardware is supplied by the Police Department and the City Crime Prevention Bureau.

Wages and transportation costs for the participants are paid for with CETA funds. VETS covers the costs of licensing, bonding, and insurance as well as the cost of some of the equipment. It is difficult to operate a home security project without the support of local law enforcement agencies. Prime sponsors desirous of replicating this project should look for an operating agency which has had other construction or maintenance experience that would qualify them to supervise and train CETA participants.

Prisoner's Aid Association (Maryland) (30, IV, p. 41)

Three participants employed as counselors by the Prisoner's Aid Association of Maryland, a private non-profit organization involved in direct service to ex-offenders and prisoners about to be released. Two of the counselors were assigned responsibility for operating centers, the third served as the agency's representative to the area office of the Department of Housing and Urban Redevelopment. Service was increased by 25 percent because of the counselors.

Police Community Relations (Walnut Creek, Calif.) (119)

Participants were recruited and assigned to local police stations where they received training in note taking, integration, community relations, and handling demonstrations. Also rode with police patrols, studied laws, read police reports and did court observations. Many possibilities for youth in this area.

Parole and Probation (Maryland) (30, IV, p. 40)

Two participants served as parole and probation agents. Each supervised an average caseload of 100 probationers and parollees and conducted investigations in order to assess the housing and employment prospects. If these participants were not available, the caseloads of regular agents would have increased by 25 percent. Relatively high level of competency required.

Workout Limited (Colorado Springs, Colorado) (67, pp. 97-100)

An innovative approach to reducing juvenile criminal offenses, especially burglaries, muggings and vandalism, this project is both a restitution and a rehabilitation program for juvenile offenders.

Juvenile offenders are referred to the program by the Juvenile Court, the District Attorney's Diversion Program and other law enforcement or correctional agencies dealing with juvenile offenders. The program consists of three major components. First, the participant attends a series of job orientation workshops which provide an introduction to the world of work, and training in how to seek and hold a job. Sessions cover topics such as how to complete applications, prepare resumes, handle job interviews, and how to behave on the job.

Second, while participating in this training, the participant is assigned to a work crew where his progress is monitored and where he gains work skills and experience in preparation for actual employment. The third phase of the program is placement with a local employer in a

full or part-time job. Some of the jobs are subsidized, the employer and program sharing equally in the payment of the participant's salary. Wherever possible, the youth is placed in unsubsidized employment. The amount the youth pays in restitution to the victims is determined by the judge or adjudicator with the aid of the program personnel. Payment of restitution begins once the juvenile offender is working on a crew and continues when the youth is placed in a job. One-half of the offender's wages are paid until the full amount ordered by the court has been paid. After restitution has been paid, the youth may continue employment and receive other program services. The program feels that working to pay restitution is a highly effective way for juveniles to learn to accept responsibility for their actions, and that employment reduces the economic pressures which often make crime an attractive alternative. A program of this type requires a broad base of support and concerted effort among community groups, private employers and public agencies involved in juvenile corrections. Program developers must have a full understanding of the juvenile justice system. Throughout the design, implementation, and daily operation of the program there must be close coordination with those public agencies involved.

PUBLIC WORKS

Public works projects are similar in many ways to projects in the Environmental and Housing areas and could well be combined with them. Public works, as we define it, are those activities which deal with the improvement, maintenance, or construction of man-made physical facilities such as roads, sidewalks ,fire hydrants, mass transit, etc.

Activities in these projects will require that participants be provided with tools, equipment, specialized clothing, and usually transportation of some kind. Most projects in this area will require the cooperation of local, county, or state agencies which could supply much of the tools and equipment. Private construction contractors may also be called on to donate excess equipment. It is important to involve and gain the cooperation of the relevant unions.

Additional funding may be obtained from any of the agencies mentioned above plus the Environmental Protection Agency, Public Works, Community Development, the Department of Transportation, Housing and Urban Development, and agencies devoted to services to the handicapped or other special groups.

Orientation and training will be required in safety measures, use and maintenance of tools and equipment, construction skills, cement work, etc. Supervisors should be selected on the basis of their knowledge of the work and their abilities to teach, train, and guide young people.

These projects are labor intensive and could lead into several regular construction and maintenance fields. Some jobs would be applicable as pre-apprentice training. Benefits to the community are obvious: better roads, crossings and signs, safer traveling conditions, especially for the handicapped, and enhanced appearances. These projects are highly visible and could lead to increased community and participant pride.

Curb Ramps for the Handicapped (Baltimore) (30, IV, pp. 4-5)

Curb ramps were constructed near hospitals, nursing homes, and rehabilitation centers to facilitate travel for the handicapped and aged. Surfaces of the ramps were textured to warn the blind. Twenty-three participants learned cement work, painting and other construction skills. This is a project which can be replicated in any community and which meets an almost universal need.

Ramps for the Handicapped (Memphis, Tennessee) (67, pp. 101-104)

Persons in wheelchairs, on crutches, using canes or walkers, or otherwise handicapped can be aided as they move about the community by the construction of ramps at major street intersections. This project entails recruiting 50 workers and five crew leaders from the low-income disadvantaged population and employing them for twelve months. Workers are not required to possess special skills but crew leaders are expected to have supervisory or leadership qualities and some knowledge of the construction trades. The workers will be organized into five crews, one for each of the key areas heavily used by handicapped persons, and will be supervised by city Public Works street maintenance personnel.

Training is strictly on the job. Enrollees will learn the appropriate techniques of greaking up old sidewalks and curbing, determining ramp elevation, building frames and forms for the ramps, and mixing and pouring cement. Tools and equipment will be provided by the Public Works Department, materials by a grant from the city public works fund.

Transportation to and from the construction sites will be provided by the Public Works Department. There are plans being developed to prepare the trainees for permanent jobs in either the private or public sectors. If the ramp project is expanded or if other projects for the handicapped are developed, the work crews may be hired by the Public Works Department. This project has been particularly careful to put no more people on the work crews than can be kept productive all day. It is the duty of the supervisors to make sure the equipment, supplies and number of workers are in acceptable proportions to one another. Local funding was used in this project to purchase materials. Other communities may be able to secure Community Development grants. Cost of materials in this project was one-fifth of the total project costs.

School Crossing and Intersection Marking (Baltimore) (30, IV, pp. 5-6)

Installed new tiles and burned out old tiles at school crossings and major intersections. Twenty-four participants were engaged in the peoject which marked over 540 crosswalks and removed old tiles from 450 crosswalks in a ten-month period. An easily replicable, needed project.

Park Building Project (Inverness, Florida) (148, p. 14)

Summer program. Thirty young participants cleared grounds, erected fences, constructed biking and hiking trails, tennis courts, and picnic sites.

Bel Air Roads and Parks (Harford County, Maryland) (30, IV, p. 6)

Erected or replaced 200 traffic control signs. Also performed grounds-keeping tasks such as pruning roadside trees along 25 miles of streets to make signs visible and remove traffic obstructions. Also mowed roadside areas and park and lawn areas. Two participants.

Fire Hydrant Replacement (Baltimore) (30, IV, p. 9

Fifteen participants replaced 102 fire hydrants in 11 months and over-hauled 112 additional hydrants. Learned cement work and other basic construction skills.

Heavy Equipment Operation Project (Kentucky) (148, p. 23)

Sixty participants were trained to operate heavy equipment, construct access roads, grade and provide drainage for the new roads, and do improvement work in industrial parks. Participants received eight weeks of training on 8-10 different types of heavy equipment. Classroom training took place during the winter months and in inclement weather. Some participants learned blueprint reading and recognizing markers. The project is based on the theory that federal funding does double duty if trainees learn job skills on useful work projects rather than through exercises that merely provide training.

The Bureau for Manpower Services screened and selected the 60 program participants, most of them were from 18 to 24 years old and five of them were women. While training, students are paid $2.30 per hour and receive lodging and travel allowances. In addition, they earn 320 hours of credit towards a journeyman's rating.

Union participation is absolutely essential to the success of the project. The students aren't required to join the union but many do and those that join are helped with permanent placement. The union recognizes the program as a good opportunity to attract young people into this line of work. Replication of a project of this sort would facilitate job entry into construction trades for youth.

Jackson Bikeways System Development Plan (Jackson, Miss.) (67, pp. 1-4)

The goal of the project is to develop a network of bike lanes and trails throughout the city. The project is divided into two overlapping phases. During phase one, two participants will assist in locating and erecting signs on streets to designate bicycle routes; where streets are wide enough, pavements are striped or parking bumpers are placed to create separate lanes for cyclists. These participants earn $2.54 per hour. Experiences on the job serve as training vehicles and enable them to properly locate signs, exercising judgment as to where to place signs to allow for greatest visibility, and in determining when it is desirable to use existing posts. They also learn how to use pavement painting equipment for striping and marking streets.

In phase two, eight workers will be hired at the same rate of $2.54 per hour to construct bikeways separate from existing paved streets. They will prepare the trail beds and apply asphalt surfacing, construct drainage ditches, simple bridges over creeks or other obstructions, and install fences or rails where necessary.

The participants will learn the basic techniques of bed preparation, surfacing and construction generally applicable to street work. Federal demonstration funds are no longer available to new applicants but several other funding avenues exist, e.g. the Federal Highway Administration provides funds through Urban System Funding, through the Federal Bureau of Outdoor Recreation and possible funding from the Federal Department of Transportation.

Sewer Inlet Cleaning (Baltimore) (30, IV, p.7)

During 1976, 47 program participants were hired to clean approximately 20,000 sewer inlets, 2,100 storm water manholes, and 700 sanitary manholes. This was 60 percent of inlet cleaning done in the city, the total of which must be done on a yearly basis to avoid flood conditions which could cause serious damage to public and private property as well as pose a threat to safety. The project is linked to the sewer section of the Department of Public Works and the program participants complement the unsubsidized city workers by allowing them to do maintenance and repair work. The regular city workers could not keep up with the work. The project reduced the number of complaints from residents by 50 percent.

CULTURAL AND BEAUTIFICATION

Aside from necessary services and products, communities need to enhance the quality of life through cultural and beautification projects. These projects are generally labor intensive and are highly visible. Existing organizations and agencies in these areas include those devoted to theater, dance, music, art, and historical landmark preservation, and information. For the most part, these organizations and agencies are usually in financial straits and could use whatever assistance projects can provide. On the other hand, they are interested in developing community interest in their specialty areas and are willing to engage in new kinds of community activities.

In operating cultural and beautification projects, it is essential to incorporate an active public relations and information program to let the community know what is happening and to enlist the cooperation of individuals who otherwise may not learn of the projects. In addition to contacts with cultural organizations, it is important to involve the local schools, business groups, and city and state agencies. Licenses, permits, or permission may be necessary for certain activities and should be obtained in advance of the project's start.

Equipment and supplies could become expensive in many types of projects (paint, costumes, scenery, music) and efforts should be made to get as much of this donated as possible. Rent may have to be paid for particular sites. Transportation of participants and/or audiences may be necessary and appropriate arrangements should be made in advance.

Supervision should be by competent artists, writers, performers, etc., who also have the ability to teach and guide youth. Training, for the most part, can be on the job with some formal classroom work in certain skill areas.

These projects are generally aimed at those youth who have evidenced special talents, skills, and interests. As a result, a certain amount of "creaming" may be necessary in the selection process. In determining what kind of projects to implement, it is necessary to know the availability of local talent, resources, and interests.

Benefits to the community may include a more livable environment, enhanced interest in local history and culture, exposure to fine and performing arts for groups which have had little or no previous exposure, and the strengthening of existing organizations and agencies in these areas. Youth can see the results of their efforts in these highly visible projects, receive recognition from the community and from their parents and friends, and, for some, exposure to possible vocational and avocational interests.

CETA and the Arts (Cleveland, Ohio) (67, pp. 45-48)

The scope and intent of the project was to provide summer employment for youth in various aspects of the arts. One thousand high school students were employed for the arts projects and 62 professional artists were hired to administer the program, teach and supervise the youth. The project, which is nine weeks in length, determined that program activities would take place at 15 neighborhood facilities. Each facility or site was selected on the basis of an inventory of need and accessibility.

There were 11 major categories of activities including:

1) Creative Writing - Five groups of 22 students each and the staff assigned were to publish a creative writing booklet, and write and publish three community "CETA and the Arts" newspapers. Students were asked to keep journals and participated in writing workshops, field trips, and other activities designed to develop the writing skills of youths with an interest but no particular ability in creative writing.

2) Dance - Five troupes of 25 students each were to prepare and present three performances, two workshops, two lecture-demonstrations of dance techniques, and at least one professional performance. The students in the dance groups were exposed to dance disciplines and choreography through workshops and contact with the professional dancers. Each student dance troupe created their own dance and toured neighborhoods performing as mini-dance companies.

3) Ethnic Arts - Four instructors worked with 40 students, stimulating awareness of traditional cultures through an Afro-American cultural arts workshop, and special workshops and exhibits which focused on other ethnic identity groups. Areas of interest included oral tradition, crafts, song, dance, music and culture and were explored through observation, research, and direct experience with European, Asian, African and various American cultures.

4) Music - Five groups of 25 students each, under the direction of five artist-choral directors prepared four performances per group, two workshops or demonstrations per group, and two field trips to attend professional performances.

5) Public Design - Two groups of 25 students worked on construction of four mini-parks and five groups of 25 students worked in the design and creation of 60 murals.

6) Theater - Workshops focused on mime, makeup and technical theater. 125 students were organized into five troupes, each of which prepared three performances, three workshops and attended two

professional performances. Student performances were presented in various local neighborhoods at program end.

7) Visual Arts - 300 students in this area of the program engaged in printmaking to provide graphics for program publications, project events posters, and attended a youth screen printing workshop in a nearby city. Some of the students worked on creating a photographic documentation of the summer program. These students attended two photo workshops and presented two exhibitions of student work during the summer. Other students in visual arts attended pottery and weaving workshops and demonstrations. Exhibitions of student weaving and pottery making were shown at program end.

Replicating the project in total or part will be greatly facilitated if specific activities are selected and adopted to match local needs and resources. Linkages with the professionals in the community are necessary for program success.

Beautiful Walls for Baltimore (Baltimore) (30, IV, p. 27)

Ten artists and nine artist apprentices painted murals at sites where they could make a significant positive impact on an often dreary situation. The surrounding communities were involved in the planning and design of the murals insuring acceptance of the art. Local schools were alerted and students were able to observe the work in progress and in its completed form.

School Vandlaism Repair (East Los Angeles, Calif.) (148, pp. 17-20)

Participants worked in 17 schools cleaning and painting grafitti-covered walls. Murals were then painted on the cleaned walls to discourage further damage.

Historical Murals (California) (104, p. 3)

Participants were hired to paint murals in participating counties in the state at a historical site in each county. Easily adaptable for youth.

Clean-up and Beautification (Oklahoma City, Okla.) (148, p.14)

Summer program. 200 youth planted trees along city streets, improved parks, and painted and repaired recreational facilities such as swimming pools, tennis courts, and picnic facilities.

Center Stage (Baltimore) (30, IV, p. 28)

Six participants were placed in positions assisting the director, property mistress, costumer, lighting and sound technician, business manager, public relations director, and as a maintenance technician in Center Stage, a private, nonprofit theater. Involved in helping stage a number of plays averaging 30 performances each. Tasks included running props, stage management, acting, public service announcements on local radio and television, creation of display posters and signs, "behind the scenes" tours, and encouragement of greater student participation.

Ozark Folk Cultural Center (Arkansas) (104, p.3)

Participants enabled an Arkansas State Park Center to remain open beyond its usual summer season by providing necessary maintenance and staffing services. The Center promotes folk culture, arts and crafts.

Cultural Enrichment (Vermont) (148, p. 12)

Summer program. Twenty-six young participants were employed to paint murals, make puppets, act, and tape record interviews with knowledgeable elderly people about the State's history and culture.

Afro-American History and Culture (Anne Arundel County, Md.) (30, IV, p. 30)

One participant was assigned to the Commission on Afro-American History and Culture to work on a number of projects involving research, writing and graphic displays. Specific projects included staging a photographic exhibit of Blacks, researching and preparing manuscripts on over 15 historic Black buildings and sites, and preparation and publication of papers from the 1976 Afro-American Conference. Need Highly qualified participants with both artistic and academic skills.

Performing Arts (Los Angeles, Calif.) (104, p. 1)

Seventy-five participants, unemployed actors, dancers, and puppeteers were hired to provide small performing arts groups around the city for a variety of audiences. Youth could be included in such projects as assistants and as performers.

EDUCATION

It has been estimated that some 8 million children need special help in learning to read, that almost half of all high school students with reading difficulties receive no help. These deficiencies carry over into adulthood: 5 million job seekers are functionally illiterate; one-third of all job holders are denied advancement because of reading inadequacies; and over 20 million Americans age 16 and over are unable to read at least 10 percent of the questions on a driver's license application, on a bank loan agreement, or other standard application forms. As high as 60 percent of pupils in inner city schools are reading below grade level. The figures for math are even worse.

Many experts have pointed out the relationship between these lacks and dropout and delinquency rates.

Reading and math assistance often requires a one-to-one tutoring relationship, a procedure too expensive for our public schools to handle. In addition, the paraprofessional movement has shown the benefits which can accrue to student learning by the addition of teacher aides, community and family aides, and administrative and maintenance aides.

Benefits accrue also to those involved in the teaching process in terms of satisfaction in helping others, in enhancing their own academic skills, and in increasing potential for future employment.

Education projects must be carefully planned to prevent potential problems and to gain the cooperation and support of relevant agencies and individuals. Contact should be made with local teachers and administrators. Special education and reading units should be involved in the project planning. A public relations campaign might be considered to gain community support and participation. Mental health organizations can supply needed expertise in discussing and treating certain problems. The resources of public and private libraries need to be evaluated.

Training should include teaching and tutoring skills, maintaining discipline, self-sufficiency, and techniques of working with young children and peer counseling. Supervisors and trainers need to be highly skilled professionals willing to try new approaches or adapt old ones. They should be able to teach, train, and guide youth. At the same time, they should act as buffers between the participants and the professional and non-professional staff who may fear being displaced with a cheaper labor force.

If participants are students themselves, provisions have to be made for making their schedules more flexible to meet the needs of their clients. There is some controversy in the field as to types of approaches to use when working with others. For example, some professionals favor a

"functional" approach to teaching reading while others favor a "phonetic" approach. It is important not to let the participants get caught in the middle of such a controversy.

Care needs to be taken to assure that projects are not in direct competition with regular school programs; rather they should supplement existing programs or move into areas where no programs exist.

In addition to CETA funds, support can come from the Office of Education, state departments of education, local colleges and universities, and other public and private agencies concerned with learning and teaching.

Work Education Centers (Rochester, N.Y.) (64, pp. 115-117)

Participants in teams of two took charge of a classroom, planned the daily activities, implemented the plans, and maintained discipline. Teachers functioned as consultants and trainers observing and evaluating the activities and work. Training included guided observation, work stimulation, working with one child, and on-going in-service training. Participants were those considered unemployable by other agencies including alcoholics, domestics, problem prone, etc. The project's two objectives are to test the rehabilitative effect of employment as teacher aides of persons normally considered unemployable, and to test the feasibility of using subprofessionals in a distinctively new role within the educational process. The centers offer pre-school services to children of poor families, with priority given to those who have emotional problems or who come from multi-problem families. The participants were hired on a first come,first served basis; persons with prior related work experience, salable skills or community leadership roles are excluded. Referrals were made by social agencies and the State Employment Service. The aides received $1.72 per hour the first year and after2years, they got $2.13 per hour. The role of the professional teacher is greatly redefined. There is some fear that teacher aides will become a cheaper substitute for teachers. There is hope for federal funding in projects such as this to solve some of the problems, improve professional training (attitudinal), and to spell out a more sophisticated use of the subprofessional.

Pupil Referral (Baltimore County, Md.) (30, IV, p. 24)

Five participants employed as "Career Aides" were assigned to schools with the highest dropout rates to counsel and guide potential dropouts toward positive alternatives to the regular school program. Counseled approximately 1,250 students. Might be a useful project for unemployed high school graduates.

Teacher and Community Aides (Washington, D.C.) (53, pp. 13-14; 143-158)

To help motivate them to stay in school, youth were employed as teacher aides and community health aides. Twelve teacher aides helped prepare materials, supervise children, set up displays and provide individual tutorial help to children. Eight community health aides rotated through a school, clinic and nursing home, interviewing patients, measuring height and weight and preparing materials.

School Community Relations (Walnut Creek, Calif.) (102)

Five participants were assigned to conduct home interviews, write records, lead discussion groups, organize noontime recreation, escort sick children, and lead PTA discussions to involve parents more effectively with the schools.

Boston High School Employment Program (Mass.) (124)

This school for vocational education dropouts promises work experience for students in all four years in a developmental sequence. Freshmen work at the most menial, lowest-paid jobs, progressing through better jobs each year, ending up as seniors in well-established job sites with strong possibilities of being hired after graduation. Job progression parallels the normal labor market progression of youth: casual employment, exploratory employment, permanent employment. This is a good in-school model.

Work Experience Program (Albuquerque, N.M.) (4, pp. 4-9)

Four hundred eighty economically disadvantaged youths were served in a three-part, year-round work experience program. (1) Youth in-School Employment Program placed 125 youths in public and private non-profit agencies in subsidized positions for 12 hours a week. In addition to job placements and regular school curriculum, participants received general remedial and occupational education. Information and supportive assistance regarding work experiences was provided by counselors on an individual or group basis. (2) The in-School Cooperative Education program for junior and senior high school students provided a minimum of 15 hours work experience a week which was tied to a specific school curriculum. Work and related studies can be credited toward graduation. (3) The School on Wheels Program is an alternative educational program designed to provide youth who have left school with the opportunity to participate in a work-oriented academic program leading to a high school diploma. Participants must be at least 15 years of age, and must meet CETA/DOL eligibility requirements for subsidized placement. Students are given counseling, supportive services and are required to take courses in basic reading and math skills. Placement has been a problem since employers are not even hiring regular graduating youth. Compounding the problem is the fact that the public sector, where most of the students obtain their work experience, has little employee turnover and hires proportionately fewer people than the private sector. The WEP staff are actively working with the Office of Comprehensive Employment and Training staff and the public school faculty to expand jobs in the private sector. The entire WEP program has a variety of city-wide linkages, the primary one is between the CETA office and the public school system.

ECONOMIC AND COMMUNITY DEVELOPMENT

These projects consist of those which do not directly fit any of the other categories, which include multiple categories, or which seek to establish self-supporting and profit-making businesses. They include projects which are involved with recreation, tourism, information, code enforcement, and special assistance in public agencies and facilities. They also involve increased governmental involvement at the local level to encourage private investment, retain businesses, and enhance existing services such as public utilities and recreation facilities.

Because of the variety of projects included here, readers are referred to the preambles of the other service areas for hints as to implementation of projects. As noted above, many of the projects cited here involve more than one service field and the various groupings of different kinds of services and products may provide some help to very large projects seeking to offer a diversified range of services into which youth might fit.

Work-Career Counseling Project (Bend, Oregon) (148, p. 14)

Summer Program. 328 youth were recruited for a project including conservation work in state forests, auto repair, day care, clerical, and teaching assistants. Youth were counseled on getting and keeping jobs and managing money. CETA Title VI adult employees were hired as supervisors.

Sanitary Enforcement (Baltimore) (30, IV, p. 19)

Twenty-one participatnts were engaged in enforcing an animal control ordinance by inspecting for unlicensed dogs. Also issued applications for dog and kennel licenses. City received over $100,000 in additional revenue from the sale of licenses. Code enforcement is a needed service by most communities; could pay for itself.

Job Start Corporation (Kentucky) (156, p. 4)

Job Start Corporation covers ten Appalachian counties in Kentucky with a long history of extreme poverty. Acting as a management and entrepreneurial team, the corporation has developed and invested in several successful businesses. These include Possum Trot Corporation which makes quality stuffed toys sold at major U.S. department stores; Lawson Furniture Company which manufactures contemporary and Early American furniture; Phoenix Products which produces kayaks and outdoor equipment; Outdoor Venture Corporation which manufactures tents and accessories; and a hill country restaurant and arts-and-crafts store.

Work Experience (New York City) (86, II, pp. 77-78)

CETA participants are assigned to one of eight job titles which serve the medical, educational, vocational, spiritual, and recreational needs of deprived areas. Jobs include Food Services Technicians who work at day care and senior citizens centers; Safety and Security Technicians which involves public safety, escort services, and first aid, etc. There is also a community beautification program involving maintenance of park equipment and furnishings, care and cleaning of streets and parks, and sanitation.

Maverick Corporation (Hartford, Conn.) (66, p. 20)

One of many "supported work" projects throughout the country. Participants are AFDC women, ex-offenders, and disadvantaged youth. They are provided with a "supported work" job and an opportunity to obtain permanent employment. In its first year this project developed into a small industrial complex providing both products and services. Several

of its work sites were housed in a rented factory. Shops devoted to various operations were established side by side in the factory and included furniture stripping, furniture refinishing and upholstery, furniture manufacturing, a concrete products division and a printing shop. A tire recapping shop was located across the street. Out station work sites included a gas station, an apartment renovation project and a parks maintenance crew. Supported work programs are transitional programs, participants are expected to leave when they are job ready and are forced to leave at the end of twelve or eighteen months.

Hempstead Water System (Carroll County, Maryland) (30, IV, p. 9)

Two participants performed daily maintenance and operation of four pump houses, servicing chemical feed pumps, monitoring treatment facilities, and maintaining and repairing transmission lines, storage facilities and water meters. Trained to become certified water plant operators. Need good reading and math skills.

Library Services (Harford County, Md.) (30, IV, p. 32)

Five participants employed checking books in and out and reshelving them. Three participants worked as media assistant, community information librarian, and children's librarian. One participant employed as custodian. Enabled library to meet a 13 percent increase in book circulation, expand services into new areas by creating new audio-visual programs, developing new sources of community information, and offering expanded services such as story-telling to the very young and the retarded.

Public Facilities Project (Mariana, Florida) (148, p. 14)

Summer program. 13 youths were recruited to work in public facilities such as a junior college, a convalescent center, the County Court House, a gerontology hospital, a center for the care of mentally retarded youth, a vocational rehabilitation center, a fire and rescue unit, and sheriff's office. Performed clerical, service and maintenance tasks.

Delta Foundation (Greenville, Miss.) (156, p. 4)

The Delta Foundation has visibly boosted the economy of its 16-county area in which 60 percent of the population is black. The foundation seeks to create black-owned and managed businesses which will continue on their own. This Community Development Corporation has been substantially assisted by Cummins Engine Company of Indiana as part of that private corporation's dedication to corporate responsibility.

Among Delta's many enterprises are a blue jeans factory, employing 130 persons, 60 percent of whom never held jobs before; a metal stamping plant; a fan manufacturing company and cooperatively owned supermarkets. The blue jeans are sold at nationally known apparel outlets, including J.C. Penney Company.

Library Maintenance and Repair (Baltimore) (30, IV, p. 31)

Forty-one participants employed in a wide variety of tasks in the Central Library and four branches, including: patrol and security; custodial services such as cleaning furniture, fixtures, attachments, and books; maintaining the sidewalks, hallway, and lunchroom areas; washing windows and display cases; scrubbing and waxing floors, preventive maintenance in the boiler room, fan room and utility tunnel; interior painting, fabricating and finishing or stripping and refinishing wood shelves, chairs, desks and cabinets, repairing roof and skylight; clerical services; and chauffering people and materials to and from the branches.

Work Experience Project (Greensboro, N.C.) (148, p. 14)

Summer program. 200 youth were recruited and placed in clerical and sub-professional jobs in hospitals, libraries, municipal offices and schools. They received OJT as teacher aides, laboratory assistants, music assistants, clericals, guidance assistants, and in custodial and grounds maintenance work. Participants had to pledge that they would return to school at summer's end.

Newark Service Corporation (Newark, New Jersey) (66, p. 20)

This is another of the many supported work projects operating throughout the United States. Participants are AFDC recipients and ex-offenders. The program has a contract with the College of Medicine and Dentistry of New Jersey to train and employ 77 workers in a number of areas: building maintenance, clerical and security services, general housekeeping and operating engineering.

Participants are screened and selected at random to determine their status: participant or "control." Trainees are offered a supported job and a chance to gain permanent employment. They must leave after a fixed period of time, whether they have received a permanent job or not. Two concepts considered crucial to supported work are peer support and graduated stress which emphasize that employees cannot and are not expected to absorb all the stresses and information of a new job immediately. Participants are exposed to a graduated stress system which includes graduated production demands, work habit requirements, program interaction, work assignments and a bonus system.

Work-Study (Maine) (148, p. 14)

Summer program. 59 youth were recruited for a work-study project by the Employment Security Commission. Some worked as aides, counseling young people about summer employment. Others were employed as clerks in recreation, urban renewal, health, welfare, and law enforcement agencies. Participants were offered language and social studies classes by the University of Maine.

Swimming Program (New Orleans, La.) (148, p. 14)

Summer program. 180 youth, in crews, performed maintenance and operation tasks at 27 swimming pools. Some also served as lifeguards and gave swimming lessons.

Lummi Indian Tribal Enterprise (Marietta, Wash.) (156, p.4)

The Lummi Indian Tribal Enterprise operates a highly successful aquaculture corporation. Using their historic skill at fishing and knowledge of the sea, combined with new technology, the Lummis have developed especially succulent salmon and oysters. They now conduct an aquaculture school to pass along their successful techniques to other Indian tribes. The enterprise also operates a profitable housing construction business.

Building Renovation Project(East Los Angeles, Calif.) (148, pp. 17-20)

Summer program. Participants were employed to renovate an unused city jail to be used for community sports activities, cultural activities, and a senior citizens' center. Participants removed the iron bars and other jail fixtures, painted the interior, and covered the walls with murals.

East Oakland Revitalization (California) (67, pp. 85-88)

One hundred eighteen participants were employed to secure clean, and rehabilitated housing, increase and improve recreational facilities, clean up the neighborhood, eliminate fire hazards, and round up stray animals. Also conducted a pre-sale inspection program for home buyers, reopened two recreational facilities, and established a mobile recreational program for youth and senior citizens. Considerable community benefits.

All enrollees were recruited from among the unemployed residents of the area. Project activities included: a door-to-door campaign to obtain neighborhood compliance with the mandatory garbage collection

law, securing vacant buildings to discourage vandalism, a pre-purchase inspection program to provide new buyers with homes free of major violations and maintenance problems. In cases where mechanical sweepers could not be used, participants had swept the streets, weeds were cleared from publicly owned lots and rights of way, debris and garbage were cleared from gutters, sidewalks and adjoining sidewalk property. Play streets and a waterfront area were also cleared.

This project was wide in scope and required five city agencies' cooperation and concerted efforts. The breadth of similar projects will vary in other locales. Replication may be of one or two components of this project only and the number of participants may be a single crew of 10 - 12, or several teams numbering more than several hundred. Out of the work experience a variety of job skills can be developed. An exceptional project for blighted inner city neighborhoods.

Paint and Repair (Baltimore County, Md.) (30, IV, p. 23-24)

Participants working in crews for the Baltimore City Department of Education made minor glazing, carpentry, plumbing, painting and electrical repairs in school buildings. Schools rated as only "fair" by the State School Continuation Examiners were chosen as sites. Provided with some skill training, the workers did preventive maintenance which would otherwise not be done immediately resulting in a decrease in major maintenance thus saving the city money.

Community Services (Great Britain) (50, p. 64)

Disadvantaged youth, in groups of 8 to 10, work on environmental and community projects which otherwise would not be done, including construction of playgrounds, assisting with social surveys, and helping elderly persons with gardening. More than 6,000 youth have been in the program.

Consumer Specialist (New York City) (86, II, p. 25)

Eight participants were employed by the Better Business Bureau of Harlem and trained to mediate disputes between consumers and businesses and to encourage businesses to join the BBB. Participants learned how to function in a business environment. Good lead into private sector jobs.

Visitors' Information (Harford County, Md.) (30, IV, pp. 46-47)

Two participants staffed and operated a Visitor Information Booth at a restaurant on an Interstate highway. Supplied information and directions to over 475 travelers a week and also assembled a tourist guide book on local motels, restaurants, places of interest or recreation, hospitals, and physicians. Also assembled an Economic Data Bank on the County and answered requests from other agencies and organizations seeking information about the County. Useful and needed project in most communities.

Visitors' Information (Cincinnati, Ohio) (12, p. 17)

"Ask Me About Cincinnati" program employs youth 14-21 years old to provide visitors to downtown Cincinnati with general information about the city and to keep the center of town free of litter and debris. Useful in any large community.

CLERICAL AND ADMINISTRATIVE

Almost all of the projects cited under the other categories require some amount of clerical and administrative support tasks which can and are being performed by the participants. In addition, there are projects which may be classified as being totally within this category. This area includes a wide range of diverse services such as conducting surveys, typing, filing, maintaining inventories, bookkeeping, working with computers, purchasing and sales, billing, etc.

Projects in this area are not as highly visible as those in other areas, but nevertheless provide or supplement needed services. Moreover, they help develop skills of participants in areas directly associated with jobs in the private sector.

Some prior skills may be required of participants (e.g. typing), but many skills can be taught on the job. However, participants chosen for these projects will generally need to be fairly proficient in language skills.

Projects involving public agencies need to be especially careful that participants are not being used to replace laid-off public employees. Direct contact with and support from municipal unions and civil service agencies need to be accomplished to prevent later problems around this issue.

Supervisors of youth in these projects need to be especially aware of potential problems between participants and regular, adult employees. Training can take place on the job with some brief orientation and perhaps role-playing sessions utilized. Supplementary skills training might take place off the job for those participants willing to devote some of their own, unpaid, time to it.

These projects may or may not be labor intensive depending on the project locale and structure. Since they are not as visible as other projects, a public information campaign should be considered to convey the benefits to the community.

Civil Service Job Specification Project (Baltimore) (30, IV, p. 45)

Eight participants were employed as Public Administration Analyst Trainees with the Civil Service Commission and involved in an effort to restructure the City's personnel system by developing a new, more effective plan for job classification. The participants completed 1,300 interviews in the process of analyzing all classes and jobs. Also helped design and administer 12 examinations and the development of the Commission's "Class Specification Manual." Need participants with good communications skills.

Job Analyses (Orange County, Calif.) (104, p. 3)

Participants analyzed some 9,500 jobs as part of a county government effort to eliminate artificial barriers to employment. With proper training, supervision, and remedial work,can be adaptable for youth.

Live Oak Project (Suwanee County, Florida) (148, p. 14)

Summer program. Thirteen youth were employed to map impoverished neighborhoods, unpaved streets and sidewalks, dilapidated housing and low-quality trailer sites. The map was used by the county in street and sidewalk repair and will be used to plan improved housing.

Fire Department Inventory (Baltimore County, Md.) (30, IV, p. 22)

Four participants conducted a "Disposable Usage Inventory" which led to a 15 percent reduction of supplies used by each fire station. This resulted in a $7,000 savings for the Fire Department. Participants received training as store clerks. Useful project for any municipal department.

Research Aide Program (Washington, D.C.) (125, pp. 35-37)

The Research Aide Program was a sub program contained within the Community Apprentice Program (CAP). Focus was on group training and placement of youth in new careers in human services,; it combined rehabilitation, vocational education and supervised work experience leading to real career opportunities. Training consisted of a three-day orientation for an entire group of 10 aides, of which two were selected for more extensive training. Those selected for the position of Research Aide were to try to determine the characteristics of other young people who would be best suited to the aide job, the effectiveness of the training program in transmitting specific skills, and the receptivity of the community for the hiring of aides after they had been trained.

Training consisted of probability theory, basic statistics, and instruction in the use of a tape recorder. They were taught how to interview people and conducted practice interviews using the tape recorder. The aides learned how to keypunch, to use a counter sorter and a desk calculator. Skill training included instructor-critiqued playbacks of recorded interviews, instruction in the techniques of controlled observation, how to use Bayle's Interaction Analysis and instruction in sociometric analyses. In addition, aides were required to make oral and written reports that were reviewed and analyzed.

Police Department Clerical Support (Baltimore County) (30, IV, pp.220-21)

Twenty participants were placed in central and district police offices. The project led to 750 additional man hours of "in field" police protection by freeing police from many clerical tasks such as typing and filing of reports, correspondence, and forms. Participants were more proficient than police in these tasks. This was the first time civilians were employed in the police crime laboratories. Need people who have good communications skills.

Child Health Survey (Tacoma, Washington) (67, pp. 153-156)

The project grew out of a lack of an adequate data base for planning and coordinating services to children. Eleven summer youth employment program participants were trained to serve as interviewers, utilizing a survey instrument designed for collecting data to be used in the assessment of present and needed child-related services. A house-to-house parent survey using a comprehensive questionnaire-interview was used to gather information relating to such needs as health, education, day care, recreation, etc. Participants in the program gained experience in research techniques and community organization. Some workers have continued their employment or studies in the field of social research and others have been offered job opportunities within the Department of Human Development or related agencies.

This kind of project can probably be most successfully managed by an established public agency. It is important that the agency have good cooperative relationships with other agencies providing children's family services and that the agency is able to secure non-CETA funds for data processing. Access to expertise in survey research is a must. Similar surveys can be conducted on home health care for the elderly or handicapped, education needs of adults, transportation needs of workers or other human service needs.

"re Store"(Baltimore) (30, IV, pp. 24-25)

One participant served as "re Store" director in a recycling center to collect supplies contributed by area industries, businesses and individuals, and distributed them to day care centers, nurseries, pre-school facilities, and family day care homes in need of good educational materials. Also distributes dolls, musical instruments, and games made by the Retired Senior Volunteer Program from the donated material. Good example of two programs cooperating.

Offender Project (California) (39, pp. 15-25, Sec. C)

Eighteen prison inmates were given four-months' training to work as program development assistants, paroled to a community placement agency where they received a combined work and training experience for six months, at the end of which they moved into fully-paid program development positions with social agencies, universities and government agencies. Parts of this project can be replicated for youth.

Meter Reading and Accounts (Baltimore) (30, IV, pp. 9-10)

Participants supplemented regular water meter readers. The regular budget limited the number of permanent meter readers. The participants substantially reduced the number of estimated readings. Other participants performed clerical tasks servicing accounts and converting the old system to a new reading and billing system. Participants need reading and math skills.

Safety Coordinator (Anne Arundel County, Md.) (30, IV, pp. 45-46)

One CETA participant assigned as a Management Intern to the County Personnel Office functioned as the County Safety Coordinator. Conducted 84 on-site inspections to monitor compliance with County safety standards. Several imminent danger situations were corrected. The participant also redesigned the Workmen's Compensation processing system by consolidating forms, eliminating duplication of effort, and developing a new set of procedures for recording and storing information on accidents. Reduced time for processing a claim from three months to one month. Also administered safety training program for County departments. High level participant skills. Parts of this job can be adapted for youth.

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